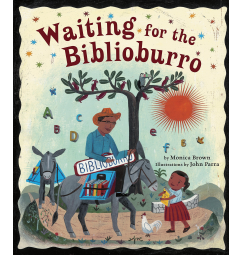


Unit 1: Building Strong Communities

WEEK 6 Day 5



Text Talk
Waiting for the Biblioburro
 Read 2 of 2

Big Idea	When people in communities talk, work, play, and learn together, they can create positive change.
Weekly Question	How can we create positive change in our communities?
Content Objective	Using key illustrations and words in the story, I can describe the author’s message about books. (R.5.1.a, R.11.1.a, R.11.1.b)
Language Objective	I can answer and ask questions about a text read aloud. (SL.2.1.a)
Vocabulary	<p>by heart: learned so well you can say it without looking</p> <p>creatures: animals, real and imagined</p> <p>librarian: person responsible for helping to decide what kinds of books are in a library</p> <p>realistic: representing real life</p> <p>fantastical: representing things that are only imagined</p>
Materials and Preparation	<ul style="list-style-type: none"> <i>Waiting for the Biblioburro</i>, Monica Brown <p>On the whiteboard, write: What is the author trying to tell us about the power of books?</p> <p>Set aside five minutes at the end of the lesson to synthesize learning on the Weekly Question Chart.</p>
Opening 1 minute	<i>Today we will reread Waiting for the Biblioburro, by Monica Brown.</i>

	<p>Set a purpose for reading.</p> <p><i>This time we will look closely at some of the illustrations and words to describe the author’s message about the power of books!</i></p>
<p>Text and Discussion 12 minutes</p> <p>page 4</p>	<p><i>Let’s look at this first illustration. It has so many details! What do we learn about Ana’s life from these realistic details?</i></p>
<p>page 8</p>	<p><i>What do you notice in this illustration? What does it make you think about?</i></p> <p><i>This illustration has some fantastical elements—or creative images that are not realistic.</i></p> <p><i>What does this tell you about the power of stories?</i></p> <p><i>How are Ana and her brother connected through stories?</i></p> <p><i>What questions do you have?</i></p>
<p>pages 15-16</p>	<p><i>What do you notice in this illustration? What do these pages show us about reading and the imagination? [reading inspires the imagination; reading can take you to magical places in your mind]</i></p>
<p>pages 21-22</p>	<p><i>Usually the fantastical illustrations show something Ana is imagining from a book. Here, the image shows Ana’s dream.</i></p> <p><i>What is Ana dreaming? What does this tell you about the power of books? [she’s inspired by the Biblioburro; books can connect people and create a community of readers]</i></p>
<p>Key Discussion 6 minutes</p>	<p><i>The end of the book describes and shows another child also dreaming of the Biblioburro. What does the author want us to know about reading? [that the children are connected by a love of books and having access to books]</i></p> <p>Think, Pair, Share.</p> <p><i>According to what we have observed in the book, what is the author trying to tell us about the power of books?</i></p>
<p>Closing 1 minute</p>	<p><i>Now we have read an informational text about Luis Soriano, as well as a fictional text about Ana, a child who loves to read and is influenced by Luis Soriano’s impact on the communities he visits.</i></p>
<p>Weekly Question Chart</p>	<p>Refer to the Weekly Question Chart.</p>

<p>5 minutes</p>	<p><i>This week we have been thinking about this question: How can we create positive change in our communities?</i></p> <p>Read the chart together. Add any essential ideas that may be missing. Identify and color-code 2-3 themes that emerge. Some themes might be: book access, libraries, making positive change, etc.</p> <p>Save this chart for use in Week 7.</p>
<p>Standards</p>	<p>R.5.1.a Retell texts, including details about who, what, when, where, and how; demonstrate an understanding of the theme.</p> <p>R.11.1.a Use illustrations and words in a text to describe its characters, setting, or events.</p> <p>R.11.1.b Compare and contrast the experiences of characters in various texts.</p> <p>SL.2.1.a Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during whole group time and Think, Pair, Share.</p> <p>How do children describe what they notice in the illustrations?</p> <p>How do children describe the connections between Ana and other children in the story - i.e. the message that the books create a community of readers?</p> <p>How do children describe the central message that reading inspires the imagination?</p>

Notes



Unit 1: Building Strong Communities

WEEK 6

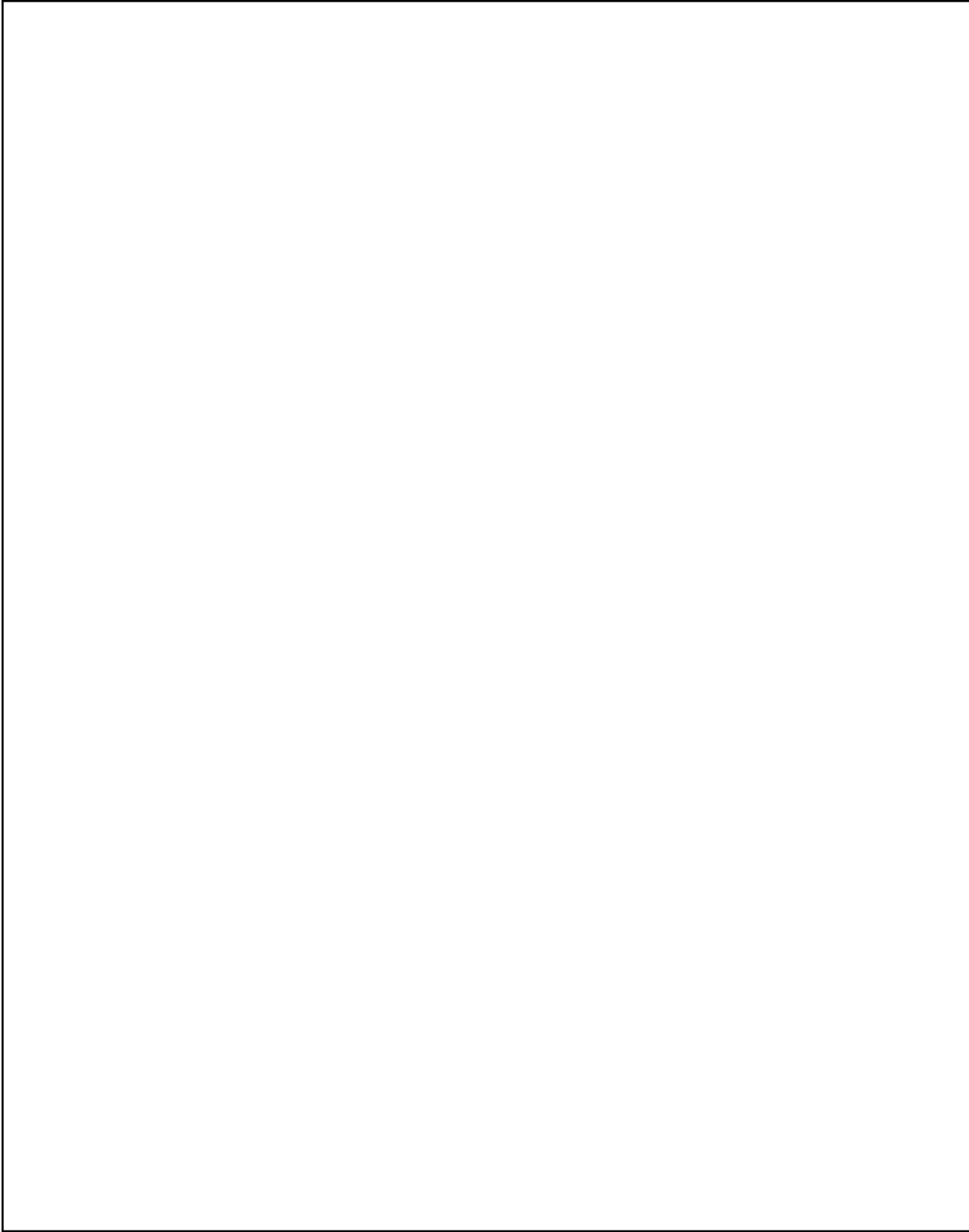
Shared Reading
Excerpt from “Books”

Weekly Question	How can we create positive change in our communities?
Materials and Preparation	<ul style="list-style-type: none">● chart paper and markers Write out the poem excerpt for the whole class reading.● “Books” slides● pointer● highlighter tape (optional)
Opening 2 min	<p><i>Our shared reading text this week is a part of a poem by Eloise Greenfield called “Books.”</i></p> <p><i>Before we read it, we’ll review digraphs, and then we’ll practice identifying, blending, and segmenting sounds.</i></p> <p>Review digraph large sound cards -ck, -ch, -sh, -th, -wh by following the Foundations sound card drill.</p>
Phonological Awareness 6 min	<p>Isolate and identify sounds. (Do not show the text.) <i>What beginning sound do you hear in “chair?”</i></p> <p>Blend sounds to make words. <i>We are going to blend sounds together to make words that we’ll see in our text.</i></p> <p><i>Listen to these sounds: /c/... /ou/... /ch/. Now say and tap the sounds, then blend them.</i></p> <p><i>How many sounds are there? Show me on your fingers. Let’s tap and blend together. What’s the word?</i></p> <p><i>What ending sound do you hear?</i></p>

	<p>Segment sounds. <i>Now we're going to segment the sounds in a word. Say "back" after me, then tap the sounds you hear.</i></p> <p><i>How many sounds do you hear? Show the number on your fingers. Now let's say each sound slowly while we all tap the sounds. /b/.../ɑ̃/.../k/</i></p> <p><i>What ending sound do you hear?</i></p>
<p>Shared Reading 11 min</p>	<p>Model reading the poem while scooping phrases with a pointer.</p> <p>Invite children to chorally read the poem. Slow down the pointer at cvc/cvcc words such as "bed, "bunk," and "back" to allow children time to decode.</p> <p>Connect to the song to unit content. <i>How does the poet feel about books? How do you know?</i></p> <p>Identify target spelling patterns. <i>What words do you see spelled with digraphs?</i></p> <p>Mark the words with digraphs with a yellow marker or highlighter tape.</p> <p>Invite one child to stand and point as the class chorally reads the poem. Add hand gestures and body movements when possible, such as for "lean," "curl," and "read."</p>
<p>Closing 1 min</p>	<p><i>You will continue to practice reading this poem at the Reading Station.</i></p>
<p>Standards</p>	<p>R.1.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>R.2.1.a Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>R.2.1.b Produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>R.2.1.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>R.2.1.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>R.3.1.b Decode regularly spelled one-syllable words.</p> <p>R.12.1.b Read various on-level text with accuracy, appropriate rate, and expression on successive readings.</p>

<p>Ongoing Assessment</p>	<p>Listen to children as they respond to questions and discussion prompts. Do they identify digraph sounds as well as spelling? Do they blend phonemes? Do they segment phonemes?</p> <p>Listen to children echo and choral read. Do they read with appropriate phrasing and expression?</p>
<p>Daily Practice</p>	<p>To reinforce fluency with this text, find five minutes each day for choral, or paired reading.</p> <p>Possible extensions in small or whole group:</p> <ul style="list-style-type: none"> ● With teacher dictation, children use letter tiles or write with markers on whiteboards to build or write single syllable words with digraphs by changing the initial, final, or middle sounds. For example: back→ bash→ bath. ● Children identify high frequency words in the poem.

Notes



Name _____

Books

excerpt from the poem

by Eloise Greenfield

I want to
Lie down on my bunk bed
Lean back in my chair
Curl up on the couch
And every old where
And read
More
books!

Unit 1: Building Strong Communities

WEEK 6

Stations

Station	Activities	Materials Writing tools at each station
Shared Reading	“Books” (excerpt)	<ul style="list-style-type: none"> ● Shared Reading text on chart and/or slides ● pointer
Teacher Groups	Strategic small group instruction	<ul style="list-style-type: none"> ● as needed
Reading	Independent and Partner Reading	<ul style="list-style-type: none"> ● “Books” (excerpt) ● individual book bags
Listening & Speaking	Talk, Draw, Talk	<ul style="list-style-type: none"> ● Week 6 image (looking in microscope) ● Week 6 prompt ● sand timers ● drawing tools
	Listen and Respond: <i>Biblioburro</i>	<ul style="list-style-type: none"> ● audio recording and technology ● <i>Biblioburro</i> book ● <i>Biblioburro</i> conversation prompts
Vocabulary	Draw for Meaning <i>support, movement, environment, quality, decision, democracy</i>	<ul style="list-style-type: none"> ● Week 5 Weekly Words cards ● Draw for Meaning sheets
Science Literacy	1: How strong is the wind today? 2: How can bubbles be used to observe the wind?	<ul style="list-style-type: none"> ● Week 6 prompts, printed as stickers or copied and cut apart, with glue sticks ● science journals ● colored pencils and pencils
Word Work	Say It, Build It, Write It	<ul style="list-style-type: none"> ● Week 6 Say It, Build It, Write It sheets ● Say It, Build It, Write It directions card
	Make New Words	<ul style="list-style-type: none"> ● Week 6 Make New Words sheets ● letter tiles ● Make New Words directions card
	Trick Word Memory	<ul style="list-style-type: none"> ● Week 6 Trick Word Memory cards ● scissors ● Memory directions card

Stations U1 W6

Biblioburro Conversation Prompts: Cut apart and provide with text and audio recording.

Question 1

How do you think Ana felt when the librarian told her she could write her own book?

Biblioburro

Question 2

It is very difficult to ride a burro from town to town every day, bringing books all over the countryside. Why do you think the librarian does this?

Biblioburro



<https://www.vox.com/2017/12/4/16706352/innovation-inequality-race-gender>



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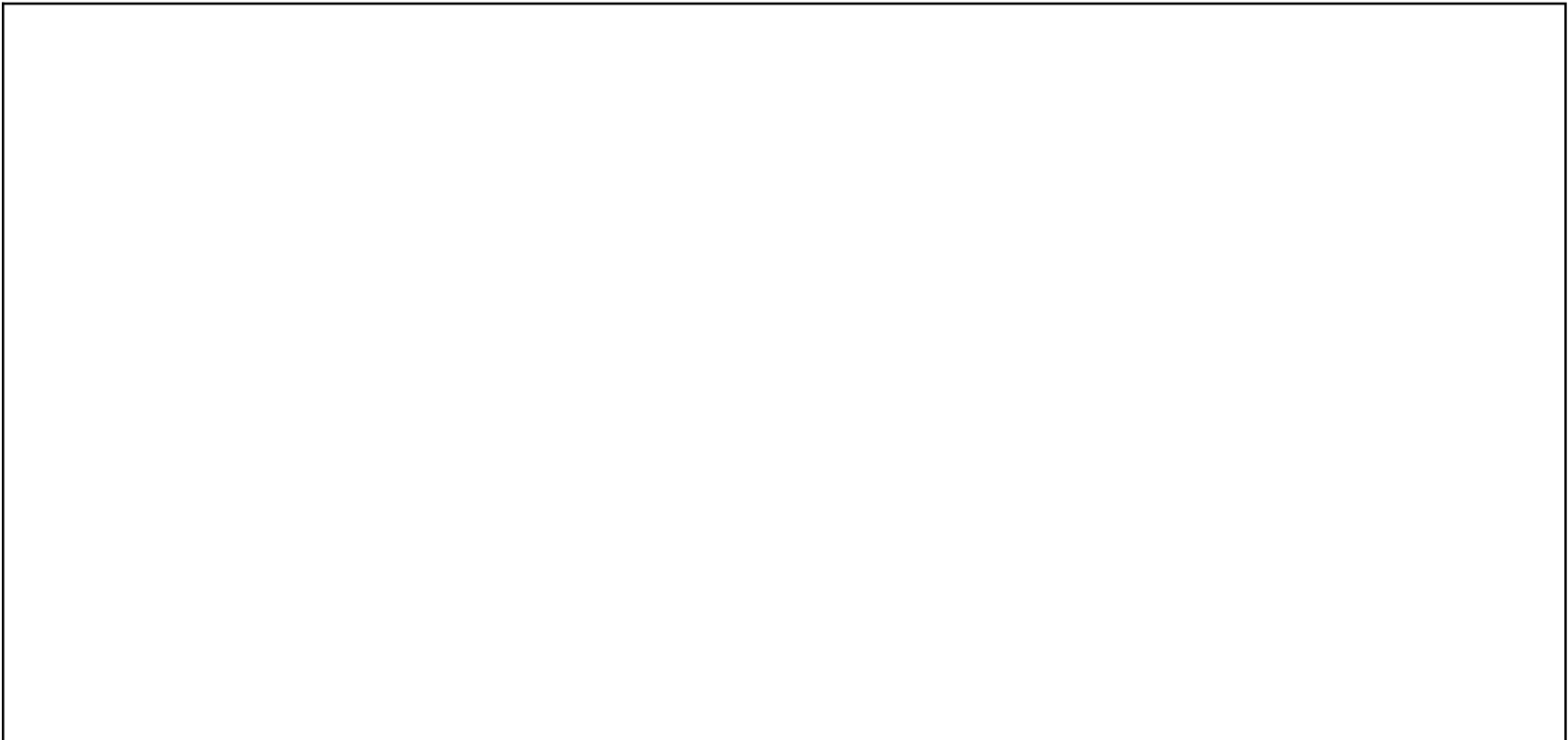
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Talk Draw Talk

Look carefully at the image. These children are studying science. Maybe they will make a new discovery for their community.

Draw a picture of you doing something that would help your community.

Talk with your partner about your drawing.







Week 6 prompt 1




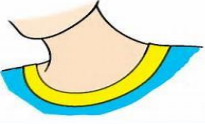
How strong is the wind today?	Date _____ Weather _____ Temperature _____
How strong is the wind today?	Date _____ Weather _____ Temperature _____
How strong is the wind today?	Date _____ Weather _____ Temperature _____
How strong is the wind today?	Date _____ Weather _____ Temperature _____
How strong is the wind today?	Date _____ Weather _____ Temperature _____
How strong is the wind today?	Date _____ Weather _____ Temperature _____
How strong is the wind today?	Date _____ Weather _____ Temperature _____

How can bubbles be used to observe the wind?	Date _____ Weather _____ Temperature _____
How can bubbles be used to observe the wind?	Date _____ Weather _____ Temperature _____
How can bubbles be used to observe the wind?	Date _____ Weather _____ Temperature _____
How can bubbles be used to observe the wind?	Date _____ Weather _____ Temperature _____
How can bubbles be used to observe the wind?	Date _____ Weather _____ Temperature _____
How can bubbles be used to observe the wind?	Date _____ Weather _____ Temperature _____
How can bubbles be used to observe the wind?	Date _____ Weather _____ Temperature _____

Name: _____

Say It	Build It	Write It
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Say It	Build It	Write It
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Skills: Know the spelling-sound correspondences for common consonant digraphs.

Word Bank



duck



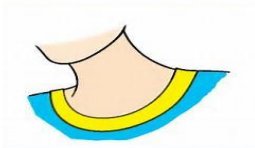
lick



dock



kick



neck



sick



sock



pack

Trick Word Memory

the

into

has

go

with

go

that

into

for

the

to

for

to

that

has

with

Skills: Recognize and read grade-appropriate irregularly spelled words.

WEEK 6 Lesson 1

Science and Engineering:
Observing the Sky: Bubbles in the Wind

S & E Big Ideas	Wind is moving air. Bubbles are filled with air.
S & E Guiding Questions	What is wind? How can you measure wind speed and direction? How can bubbles be used to observe the wind?
Content Objective	I can use bubbles to determine the direction of the wind. (1-ESS1-1, Practice 3)
Language Objective	I can use data to support my ideas during a discussion. (SL.3.1.b)
Vocabulary	bubble: a pocket of air that forms when gas rises to the surface of a liquid direction: the course or line along which something moves, faces, lies, or points anemometer: a device that measures wind speed and direction.
Materials and Preparation	<ul style="list-style-type: none"> ● bubble solution with wands, one for each child ● paper towels, one for each child ● <u>Fun with Bubbles</u> (https://www.youtube.com/watch?v=XxU_QenIO54) ● Bubble Observation Tracker, one for each child ● anemometer image, optional, for support ● chart paper and markers <p style="padding-left: 40px;">On the chart, write: How can bubbles be used to observe the wind?</p> <p>Identify an open space for the bubble blowing experiment.</p> <p>Note: As the children work with bubbles to make observations about wind, they may ask, “Why does my bubble pop?” The most common reason is contact with a dry surface. When there is a strong wind or even</p>

	<p>a gentle breeze, bubbles are much more difficult to create and will inevitably pop due to the wind’s force. If you are in a dry climate or if a bubble touches a dry finger, blade of grass, or concrete, it will pop instantly.</p> <p>When children experiment with bubbles outside, the bubbles will evaporate quickly. It will be important that one partner blows the bubble while the other partner observes the path the bubble takes.</p>
<p>Opening 3 minutes</p>	<p><i>If you can’t see the wind, then how can you tell its speed or direction? Meteorologists depend on wind features in order to forecast the weather. They use tools such as weather vanes to determine wind direction and anemometers to measure wind speed.</i></p> <p>Show image of anemometer.</p> <p><i>While we cannot see wind, we might be able to observe what it does to things around us, such as how wind blows our hair, moves tree limbs, or crackles flags. Meteorologists use the Beaufort Wind Force Scale to estimate wind speed. Scientists designed this scale based on the movement of flags, trees, and smoke. In this activity, we will make observations using bubbles to measure and describe wind speed and direction.</i></p>
<p>Investigation 20 minutes</p>	<p>Show the Sci Show Fun with Bubbles video.</p> <p>Review the question, How can bubbles be used to observe the wind?</p> <p>Conduct the experiment outside. Have the children work in pairs. One child will blow bubbles using the wand and solution while the partner records the direction the bubbles drifted on the Bubble Observation Tracker (left, right, up, or down). Instruct the children to blow gently through the wand. If it is helpful, provide an example to support children’s gentle blowing such as blowing on a dandelion puff or a birthday candle.</p>
<p>Discussion 6 minutes</p>	<p>Discuss, how can bubbles be used to observe the wind? Record the responses on the chart paper.</p>
<p>Closing 1 minute</p>	<p><i>You have made many interesting observations. You’ll have a chance to write more about this experience in the Science Literacy Station, when you respond to the question, “How can bubbles be used to observe the wind?”</i></p>
<p>Standards</p>	<p>1-ESS1-1. Use observations of the Sun, Moon and stars to describe that each appears to rise in one part of the sky, appears to move across the sky,</p>

	<p>and appears to set.</p> <p>1-ESS1-2. Analyze provided data to identify relationships among seasonal patterns of change, including relative sunrise and sunset time changes, seasonal temperature and rainfall or snowfall patterns, and seasonal changes in the environment.</p> <p>Practice 3. Planning and carrying out investigations</p> <p>SL.3.1.b Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>
<p>Ongoing assessment</p>	<p>Listen in and take notes as children make observations of bubbles. Identify their questions and record their observations.</p>

Notes

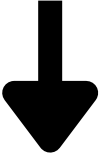
Use the symbols to track the direction of the bubble.



Up



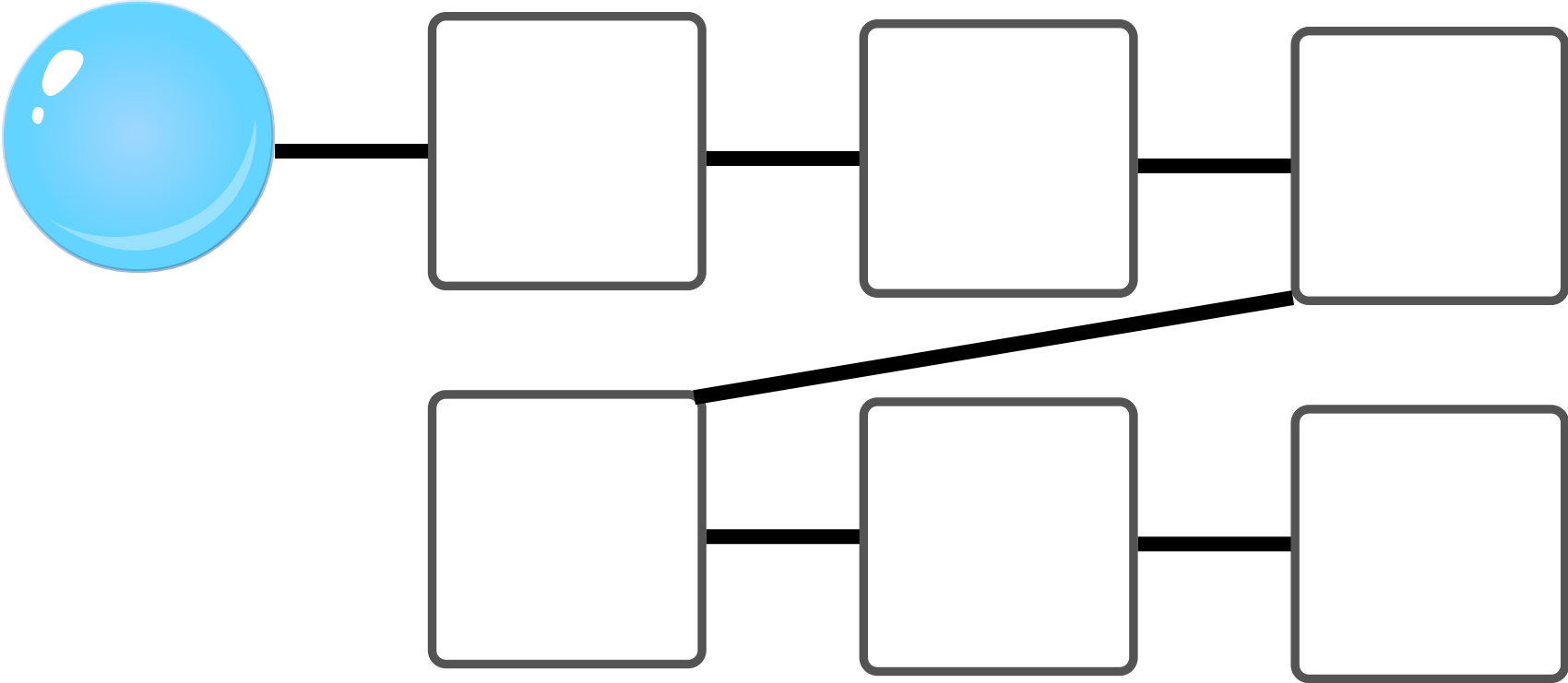
Right



Down



Left



Anemometer



A weather device that measures wind speed and wind direction.

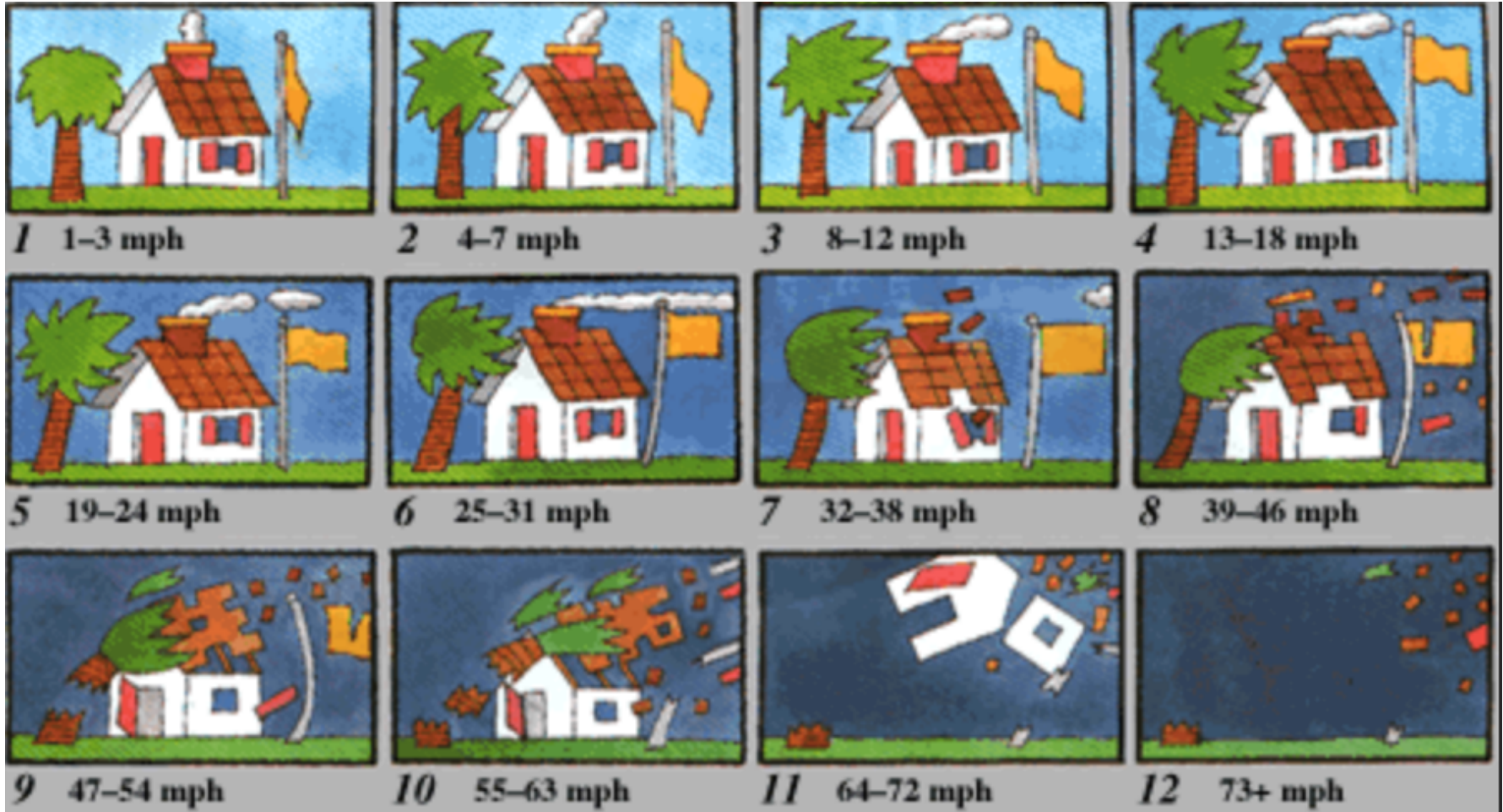
WEEK 6 Lesson 2

Science and Engineering:
Observing the Sky: Wind Speed-Building Anemometers

S & E Big Ideas	Wind is moving air. Meteorologists use wind scales to describe the strength of the wind. Meteorologists use anemometers to measure the speed of the wind.
S & E Guiding Question	How strong is the wind today?
Content Objectives	I can use my five senses to gather information about the wind. (1-ESS1-1) I can use evidence to support my claim about wind speed. (Practice 7)
Language Objective	I can use the data I gathered to discuss what I noticed about anemometers. (SL.3.1.a)
Vocabulary	calm: a wind classification that describes when there is no wind gentle breeze: a mild gust of wind moderate breeze: an average gust of wind strong breeze: a hard gust of wind anemometer: a weather instrument used to measure wind speed
Materials and Preparation	<ul style="list-style-type: none"> ● t-pin or push pin, 1 per group ● masking tape, 4 pieces per group ● small cups (dixie cup size), 4 per group ● pieces of strong cardboard, 2 per group ● pencil, 1 per group ● fan, optional ● DIY anemometer- 1 Minute Science video (https://www.youtube.com/watch?v=Gab07UaoeZI) Use the video link to guide the construction of the anemometer. Prepare a model. ● Beauford Scale- Wind Speed on Land visual, project or print out

	Children will work in small groups. If needed, prepare these groups ahead of time.
Opening 3 minutes	<p><i>Meteorologists use many tools to help them study the weather. One tool they use is called the Beauford Scale to determine wind speed. Let's take a look at this scale. What do you notice about the pictures? How are they the same and how do they change?</i></p> <p>Show the Beauford Scale visual.</p> <p><i>An anemometer is another tool meteorologists use. This tool is used to measure wind speed. Here is a model of an anemometer. How do you think this is used to measure wind speed?</i></p> <p>Show the anemometer model.</p> <p><i>Today we will build this model and measure wind speed. A meteorologist uses a computer to count the number of times the anemometer spins. Today we will observe if the anemometer is spinning slowly, quickly, or rapidly, very fast.</i></p>
Investigation 20 minutes	<p>Support children with building the anemometers.</p> <p>Take children outside to test the wind speed. Encourage children to describe if the anemometer is spinning slowly, quickly, or rapidly.</p> <p>If there is time, also have children test their anemometers with a fan on varying speeds.</p>
Discussion 6 minutes	<p>Back in the classroom, discuss observations in the whole group.</p> <p><i>What did you notice about the wind speed when we went outside? How did this compare to what you noticed when you used the anemometer next to the fan? Why is measuring wind speed important to the people in our community?</i></p>
Closing 1 minute	<p><i>You have made many interesting observations. We will record our thinking in our science journals.</i></p>
Standards	K-ESS3-2: Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.
Ongoing assessment	<p>Listen in and take notes as children make observations about wind speed.</p> <p>How are children collecting information about the wind?</p> <p>What do children understand, and what evidence do they cite to support their understanding?</p> <p>Identify their questions and record their observations.</p>

Beauford Scale-Wind Speed on Land



WEEK 6 Studios



How can we create positive change in our communities?

Children continue activities from previous weeks until the project is introduced during Text Talk on Day 3. Paint is introduced in the Art Studio.

Day 3: Planning the Book Access Project

Children plan how to communicate their ideas about expanding access to books to more people in local communities. Specific work in the studios will depend on projects taken on by each small group.

<p>Big Idea</p>	<p>When people in communities talk, work, play and learn together, they can create positive change.</p>
<p>Materials and Preparation</p>	<p>Paint may be introduced for exploration in the Art Studio during a Studios session preceding Day 3:</p> <p><u>For the Art Studio:</u></p> <ul style="list-style-type: none"> ● tempera paints ● paint brushes ● cups for water ● large paper <p>Set up an easel or other large surface for painting, as children will encounter mural painting in <i>Maybe Something Beautiful</i> in Week 7.</p> <p><u>For the Science and Engineering Studio:</u></p> <ul style="list-style-type: none"> ● colored pencils, markers or crayons ● strips of white construction paper or cardstock, 4 ¼" x 11", one per child ● strips of tissue paper or party streamers, cut to 12" in length and around 4" wide, of any color ● single hole punch, single hole ● tape or glue

- string 10" in length, one per child
- Wind Sock Directions, at least 2 copies for the Studio

Read the Book Access Project Introduction (Unit 1 Introduction documents). Consider the variety of activities that might be proposed by and to the children and implications of realizing each one.

- chart from Text Talk, Day 3, with responses to the question, How can we increase access to books for children and families in all towns/areas?
- chart paper

Prepare the following Book Access Project Plan.

Book Access Project Plan		
Names	Project Idea	Studio and Materials

- Book Access Project Planning sheets, one for each group
- writing tools
- Studios prompts
- observation sheets

Refresh each studio's bin with all materials introduced so far. If children are continuing previous work in addition to project work, make sure they have those needed tools and materials.

Identify a space such as a table or group of shelves where children can save and revisit their work over the course of the three weeks.

Make sure tools and materials in all studios are accessible, especially Beautiful Stuff.



Opening



At the Science and Engineering Studio, you will build a windsock. Windsocks are another tool used to measure wind speed. You will often see windsocks at airports or used as decoration in yards.

Refer to the chart from Text Talk.

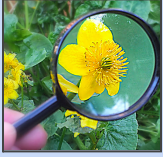
	<p><i>We made this list during Text Talk this morning. These are all ideas for making books more accessible to children and families in our towns/areas/neighborhoods. Let's read it through again.</i></p> <p><i>You've had a chance to think about which of these ideas you would like to work on and which materials you might use.</i></p> <p>If paint has not been introduced previously: <i>Before we organize our project ideas, I want to let you know about one more material we have available in the Art Studio.</i></p> <p><i>Next week we will meet book characters who make a big difference in their communities by using paint. Paint is another medium artists use. Thumbs up if you have used paint before.</i></p> <p><i>You may want to use paint at some point in your project for increasing access to books for all members of our community.</i></p> <p>Refer to the Project Plan chart. <i>Now we'll organize ourselves with a plan so we know who is working on what in each studio.</i></p> <p>Think, Pair, Share. <i>Take a moment to think: What idea am I hoping to work on, and how?</i> <i>Turn and talk to a partner about what you would like to do. You might still have the same idea from this morning, or you might have changed your mind since then.</i></p> <p>To prompt children's thinking, restate ideas shared during the Text Talk discussion.</p> <p><i>Let's write down what you are thinking about the project on our class Project Plan.</i></p> <p>Gather ideas from the children and record them in an organized way on the Project Plan chart. Note that more than one project may be undertaken in a given studio, space and materials allowing.</p> <p><i>When you get to your work space with your group, you'll begin by filling out this Project Planning sheet.</i></p>
Facilitation	<p>Help children get settled into groups and studios. Distribute a Book Access Project Planning sheet to each group.</p>

	<p>As children work, support their thinking, writing, and collection of materials. The first session is likely to be primarily planning, organizing, and gathering in order to begin hands on work in successive sessions.</p> <p>Use the following boxes to record the kinds of work children are pursuing, in order to assess work and plan for subsequent sessions in the studios.</p> <p>Facilitate careful, intentional work by asking children questions about their plans, processes, collaborations, changes in course, and successes.</p>
Closing Studios	<p>Throughout the span of these three project weeks, occasionally hold short, whole group meetings to describe work unfolding in each studio and to make any needed adjustments. Hold Thinking and Feedback meetings often enough so that each group benefits from peer suggestions, as well.</p>

<p style="text-align: center;">Art</p>  <p>Current state of the project</p> <p>Questions to prompt further work</p> <p>Practical support: resources, materials, collaboration</p>	<p>Group 1:</p>	<p>Group 2:</p>
<p style="text-align: center;">Building</p>  <p>Current state of the project</p> <p>Questions to prompt further work</p> <p>Practical support: resources, materials, collaboration</p>	<p>Group 1:</p>	<p>Group 2:</p>

<p>Drama</p>  <p>Current state of the project</p> <p>Questions to prompt further work</p> <p>Practical support: resources, materials, collaboration</p>	<p>Group 1:</p>	<p>Group 2:</p>
<p>Library</p>  <p>Current state of the project</p> <p>Questions to prompt further work</p> <p>Practical support: resources, materials, collaboration</p>	<p>Group 1:</p>	<p>Group 2:</p>

Science and Engineering



Measuring Wind

Objective:

I can use tools to measure wind speed.

Introduction:

Reintroduce materials and processes, as needed, from the week's Science and Engineering lessons.

Process:


Children will create wind socks, using the Wind Sock Directions as guidance.

Facilitation:

*How can this windsock be used to measure wind speed?
What else could this measure?*

Ongoing Assessment:

Review children's journals. Look for evidence of understanding that air is matter. For example; air can move things, air can fill a balloon or a bag; when air moves we can feel it.

<p>Writing and Drawing</p>  <p>Current state of the project</p> <p>Questions to prompt further work</p> <p>Practical support: resources, materials, collaboration</p>	<p>Group 1:</p>	<p>Group 2:</p>
<p>Standards</p>	<p>Standards addressed will depend upon the studios in which children work.</p> <p><u>Science and Engineering:</u></p> <p>Practice 1. Asking questions and defining problems</p> <p>Practice 2. Developing and using models</p>	

<p>Notes</p>

Book Access Project Planning

Names: _____

Our plan:

Studio: _____

Materials needed:

_____	_____
_____	_____
_____	_____
_____	_____

1. Decorate the paper



2. Fold the paper into a tube. Bring the short sides together.



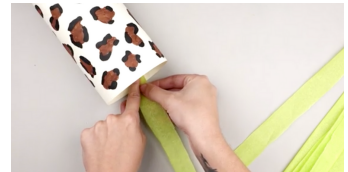
3. Tape the edges.



4. Add glue to one end of the streamer.



5. Press the streamer down on the inside of the paper tube.



6. Use the hole punch to make 2 holes on each side of the tube.



7. Put the piece of string through the holes and tie the two ends together.



Art Studio

What is my idea for increasing book access?

How will I use these materials?

Building Studio

What is my idea for increasing book access?

How will I use these materials?

Drama Studio

What is my idea for increasing book access?

How will I use these materials?

Library Studio

What is my idea for increasing book access?

How will I use these materials?

Science and Engineering Studio

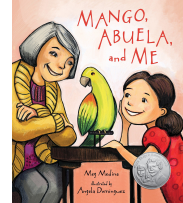
What does the pinwheel tell me about the wind?

How is a pinwheel like an anemometer?

Writing and Drawing Studio

What is my idea for increasing book access?

How will I use these materials?



WEEK 6 Day 1

Writing Personal Recount
 Deconstruction, Joint Construction, and Individual Construction:
 Development of Events

Content Objective	I can develop the events of a personal recount. (W.3.1.b, Standard W.2)
Language Objective	I can recount the sub-events related to one event in <i>Mango, Abuela, and Me</i> . (SL.1.1, R.5.1.a)
Vocabulary	<p>purpose: the reason for doing or creating something</p> <p>personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p>entertain: to interest someone</p> <p>major events: the most important events</p> <p>develop: to add more; to elaborate; to stretch out</p> <p>sub-events: the smaller events and details that tell more about the major events</p> <p>conclusion: the end</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Mango, Abuela, and Me</i>, Meg Medina ● <i>Mango, Abuela, and Me</i> chart, from Week 5, Day 4 ● chart paper and marker <p>Prepare the following Development of Events chart.</p>

	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Development of Events</td> </tr> <tr> <td>Title: <i>Mango, Abuela, and Me</i></td> </tr> <tr> <td>Major Event: Mia and Abuela taught each other words in English and Spanish.</td> </tr> <tr> <td>Sub-Events:</td> </tr> <tr> <td> </td> </tr> <tr> <td> </td> </tr> <tr> <td> </td> </tr> </table> <ul style="list-style-type: none"> ● jointly constructed personal recount, from Week 5, Day 3 ● writing tools ● children’s writing notebooks ● personal Recount Observation Tools, from Week 5, Day 3 	Development of Events	Title: <i>Mango, Abuela, and Me</i>	Major Event: Mia and Abuela taught each other words in English and Spanish.	Sub-Events:			
Development of Events								
Title: <i>Mango, Abuela, and Me</i>								
Major Event: Mia and Abuela taught each other words in English and Spanish.								
Sub-Events:								
<p>Opening 1 minute</p>	<p><i>We know that one purpose of personal recounts is to entertain the reader. Today we will talk about one way writers make personal recounts more entertaining.</i></p>							
<p>Deconstruction 10 minutes</p>	<p>Refer to the <i>Mango, Abuela, and Me</i> chart. <i>Last time, we put the major events of Mango, Abuela, and Me in order. These are the most important events.</i></p> <p>Read the events. <i>Right now, these events do not sound interesting. One way that an author makes a personal recount more entertaining is to develop these events.</i></p> <p>Introduce the Development of Events chart. <i>We’re going to look closely at one major event from the story: when Abuela and Mia teach each other words in English and Spanish. We’ll reread those pages to find out the other events and details Meg Medina includes to tell more about what happened and to make the story entertaining. These are called the sub-events.</i></p> <p>Read pages 13-16. Have children Think, Pair, Share to discuss what other details the author includes. Harvest ideas from the children and fill them in on the Development of Events sheet. See the following example.</p>							

	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 5px;">Development of Events</td> </tr> <tr> <td style="padding: 5px;">Title: <i>Mango, Abuela, and Me</i></td> </tr> <tr> <td style="padding: 5px;">Major Event: Mia and Abuela taught each other words in English and Spanish.</td> </tr> <tr> <td style="padding: 5px;">Sub-Events: Mia and Abuela pointed to and named foods in the kitchen.</td> </tr> <tr> <td style="padding: 5px;">Mia put up word cards in English all over the house.</td> </tr> <tr> <td style="padding: 5px;">Abuela and Mia played Oye y Di—Hear and Say—all around the house.</td> </tr> </table>	Development of Events	Title: <i>Mango, Abuela, and Me</i>	Major Event: Mia and Abuela taught each other words in English and Spanish.	Sub-Events: Mia and Abuela pointed to and named foods in the kitchen.	Mia put up word cards in English all over the house.	Abuela and Mia played Oye y Di—Hear and Say—all around the house.
Development of Events							
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Sub-Events: Mia and Abuela pointed to and named foods in the kitchen.							
Mia put up word cards in English all over the house.							
Abuela and Mia played Oye y Di—Hear and Say—all around the house.							
<p>Joint Construction 9 minutes</p>	<p style="text-align: center;"><i>Let’s go back to the personal recount we have been working on and think about how we can develop one of our events.</i></p> <p>Choose and read aloud one event.</p> <p style="text-align: center;"><i>What can we add here? What else happened?</i></p> <p>As a class, add words and details to the illustration to represent the development of that event.</p>						
<p>Individual Construction 9 minutes</p>	<p style="text-align: center;"><i>Now it’s your turn to begin developing the events in your personal recount. First you will read the major events out loud to your partner to make sure none are missing. Then you will add more information about each event. Add words and details to the illustration to show what else happened.</i></p> <p>Distribute children’s notebooks and send them to write. As children work, circulate to support them and take notes on the Personal Recount Observation Tool.</p>						
<p>Closing 1 minute</p>	<p style="text-align: center;"><i>Today we learned that developing events makes personal recounts more entertaining. Tomorrow we will learn about the conclusions of personal recounts.</i></p>						
<p>Standards</p>	<p>R.5.1.a Retell texts, including details about who, what, when, where, and how; demonstrate an understanding of the theme.</p> <p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p>Standard W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p> <p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger</p>						

	groups.
Ongoing assessment	Reflect on the whole group discussion. Are children able to recount the sub-events related to a major event in <i>Mango, Abuela, and Me</i> ? What are their confusions? As children write, circulate and take notes on the Personal Recount Observation Tool. What do children add to develop their events?

Notes