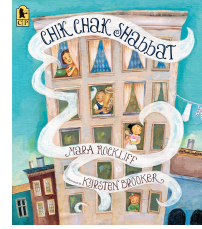


Unit 1: Building Strong Communities



WEEK 2 Day 1

**Text Talk**  
***Chik Chak Shabbat***  
 Read 1 of 2

<b>Big Idea</b>	Caring for each other builds community.
<b>Weekly Question</b>	How do we benefit from being part of communities?
<b>Content Objectives</b>	<p>I can answer questions to understand how the neighbors come together for Shabbat. (R.4.1.a)</p> <p>I can identify the main events in the story, including the problem and solution. (R.6.1.a)</p>
<b>Language Objective</b>	I can follow the protocol and take turns during Think, Pair, Share. (SL.1.1.a)
<b>Vocabulary</b>	<p><b>Shabbat:</b> Saturday, held as a weekly holiday by Jews</p> <p><b>waft:</b> drift</p> <p><b>apartment:</b> home unit in a building with other units</p> <p><b>tantalizing:</b> exciting and yummy</p> <p><b>neighbors:</b> people who live near each other</p> <p><b>celebrate:</b> honor and have fun</p> <p><b>exasperated:</b> frustrated</p> <p><b>stereotype:</b> simplification</p> <p><b>perspective:</b> point of view</p> <p><b>contribution:</b> addition</p> <p><b>benefit:</b> to have an experience that makes life better</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>• <i>Chik Chak Shabbat</i>, Mara Rockliff</li> </ul> <p>Pre-mark page numbers in the book to correspond with the lesson. Page 2 begins: “Every Saturday, a wonderful smell...”</p>

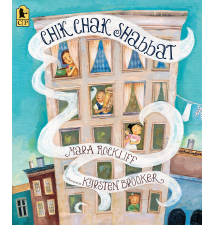
	<p>On the whiteboard, write:</p> <p>What is special for all of the neighbors about this meal?</p> <p>How does this meal taste like Shabbat?</p> <ul style="list-style-type: none"> <li>• chart paper</li> </ul> <p>Prepare the Weekly Question Chart.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;"><b>How do we build strong communities?</b></p> <p style="text-align: center;">How do we benefit from being part of communities?</p> </div>
<p><b>Opening</b> 1 minute</p>	<p><i>Today we will read Chik Chak Shabbat by Mara Rockliff. In this story, neighbors benefit by sharing a meal together each week on a special day, Shabbat. <b>Benefit</b> means to have an experience that makes life better.</i></p> <p>Set a purpose for reading.</p> <p><i>As we read today, we'll answer key questions to help us get the gist of the story, or what the story is mostly about. We will think about the problem and the way the neighbors solve it for their special Shabbat meal. Tomorrow we'll read to take a closer look at the illustrations and descriptions of the setting.</i></p>
<p><b>Text and Discussion</b> 14 minutes page 8</p>	<p>Check for understanding of important vocabulary and key details.</p> <p><i>What's an apartment building?</i></p> <p><i>What is the reason that the neighbors come together?</i></p>
<p>page 14</p>	<p>Build schema.</p> <p><i>Thumbs up if you have heard of Shabbat. What is Shabbat?</i></p> <p>Think, Pair, Share. Allow children to consider religion's influence on ideas of togetherness.</p> <p>Prompt 1:</p> <p><i>What were the ways Goldie's family honored Shabbat?</i></p>



	<p>Prompt 2: <i>What does Shabbat mean to Goldie now?</i></p>
page 19	<p><i>What is the problem in the story?</i></p>
page 22	<p><i>Some of the characters respond to the problem in ways that might seem <b>stereotypical</b>—meaning that the responses represent a simplified idea of what a group of people might do. For example, Signora Bellagalli, whose name suggests she’s Italian, brings pizza, a stereotypical Italian food.</i></p> <p><i>Let’s pay attention to that, but also keep our minds open to how the book goes beyond that stereotyping. The neighbors are all bringing foods that are important and special to them.</i></p>
page 25	<p><i>From our reading so far, what does “chik chak” mean, and how is this important in the story?</i></p>
<p><b>Key Discussion</b> 8 minutes</p>	<p>Think, Pair, Share.</p> <p><i>At the end of the book, the author writes that Goldie looked around the table and said, “I think it tastes exactly like Shabbat.”</i></p> <p>Prompt 1: <i>What is special for all of the neighbors about this meal?</i></p> <p>Prompt 2: <i>How does this meal taste like Shabbat?</i></p>
<p><b>Closing</b> 1 minute</p>	<p><i>By the end of the story, we can see that the characters have very caring relationships with each other! The different characters come together, solving the problem when Goldie is sick. The neighbors create a special experience that depends on each family’s unique perspective and contribution.</i></p>
<p><b>Weekly Question Chart</b> 1 minute</p>	<p>Refer to the Weekly Question Chart.</p> <p><i>This week we are exploring the question: How do we benefit from being part of communities? By being part of a community, we get lots of benefits - like help, support and fun. We also get practical things - like food!</i></p> <p><i>In Chik Chak Shabbat, the neighbors benefit from being a community of neighbors by sharing food and helping each other. Let’s record this idea on our chart: Neighbors can benefit by sharing food and helping each other.</i></p> <p><i>We can add more to our chart during the week.</i></p>

<b>Standards</b>	<p><b>R.4.1.a</b> Ask and answer questions about who, what, when, where, and how.</p> <p><b>R.6.1.a</b> Describe characters, settings, and major events in a story, including details about who, what, when, where, and how.</p> <p><b>SL.1.1.a</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>
<b>Ongoing assessment</b>	<p>Listen to children’s responses during whole group time and Think, Pair, Share.</p> <p>Do children identify what is special about the Shabbat meal?</p> <p>Are children able to identify the story’s problem and solution?</p> <p>What are the children learning about togetherness and community?</p>

**Notes**



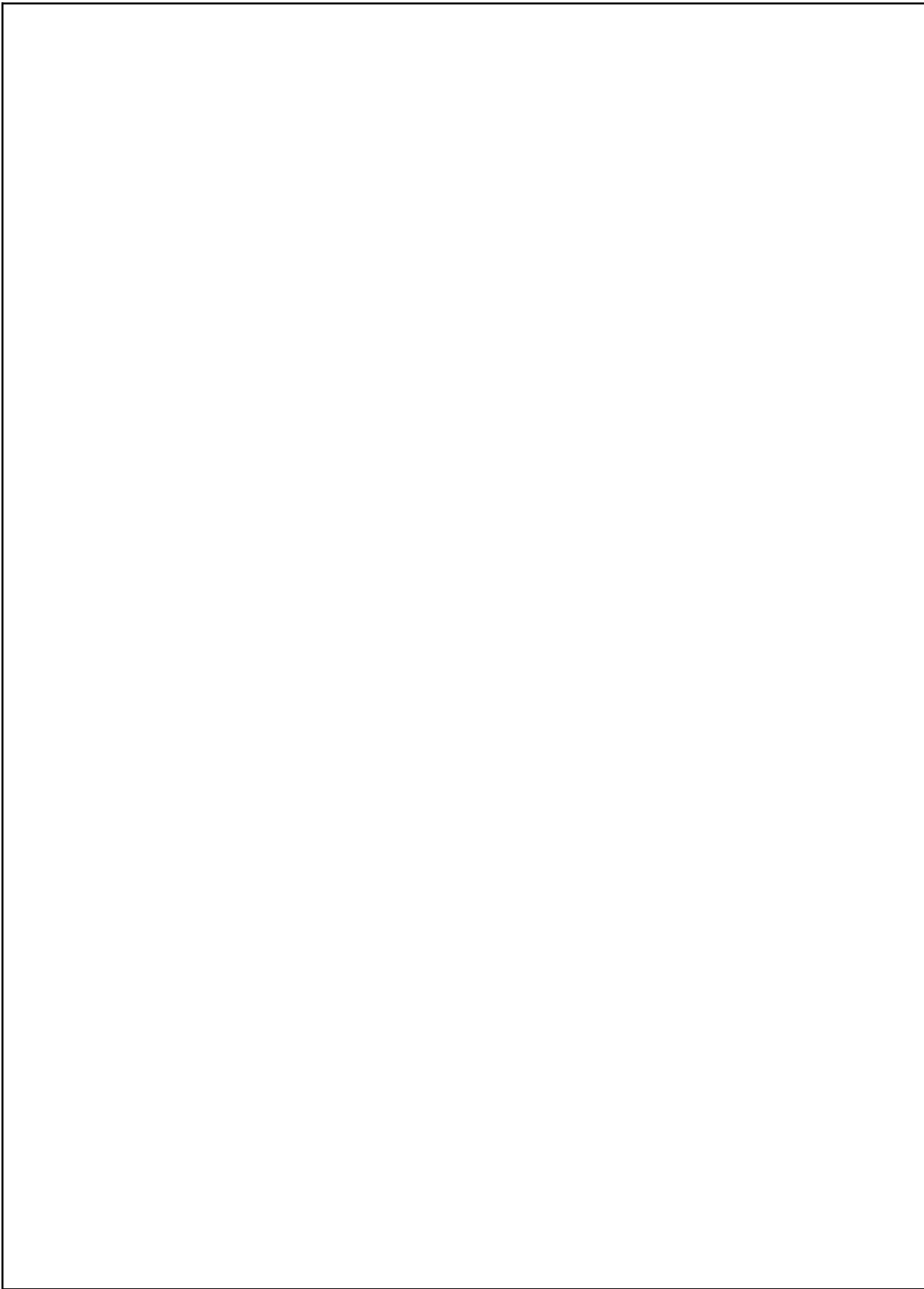
**Text Talk**  
***Chik Chak Shabbat***  
 Read 2 of 2

<b>Big Idea</b>	Caring for each other builds community.
<b>Weekly Question</b>	How do we benefit from being part of communities?
<b>Content Objective</b>	I can use key details in the text’s illustrations and words to describe the setting of the story and why it is important. (R.6.1.a , R.11.1.a)
<b>Language Objective</b>	I can explain how the neighbors in the story benefit from being part of their group. (SL.2.1.a, Civics & Government 2)
<b>Vocabulary</b>	<p><b>Shabbat:</b> Saturday, held as a weekly holiday by Jews</p> <p><b>waft:</b> drift</p> <p><b>apartment:</b> home unit in a building with other units</p> <p><b>tantalizing:</b> exciting and yummy</p> <p><b>neighbors:</b> people who live near each other</p> <p><b>celebrate:</b> honor and have fun</p> <p><b>exasperated:</b> frustrated</p> <p><b>stereotype:</b> simplification</p> <p><b>perspective:</b> point of view</p> <p><b>contribution:</b> addition</p> <p><b>benefit:</b> gain something better</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Chik Chak Shabbat</i>, Mara Rockliff</li> </ul> <p>On the whiteboard, write:                  How does living in the apartment building help the neighbors form a community?</p>

	How do the neighbors benefit, or have a better experience, by being a part of this community?
<b>Opening</b> 1 minute	<p><i>Today we will reread Chik Chak Shabbat by Mara Rockliff.</i></p> <p>Set a purpose for reading. <i>Today, by looking closely at the key details in the illustrations and words, we will describe the setting of the story and why it is important.</i></p>
<b>Text and Discussion</b> 16 minutes pages 3-4	<p>Think, Pair, Share. <i>The setting of a story tells where and when the story takes place. Based on what you see in the illustration, describe the setting—particularly where this story takes place.</i></p> <p>Lift ideas to the whole group.</p> <p><i>From the images and words, what connects the neighbors because of this setting? [The smell of food cooking. The image of the smell wafting to each apartment shows us the connection.]</i></p>
pages 7-8	<p><i>These pages describe and illustrate how the neighbors sit together in Goldie’s apartment.</i></p> <p><i>How does the apartment building help the neighbors come together? Use the illustration and words to explain your thinking.</i></p> <p>Elicit a few responses.</p> <p><i>What would be different if the neighbors didn’t live in a building together?</i></p> <p>Elicit a few responses.</p>
pages 9-10	<p><i>Another key element of the story is when it takes place. When does the story take place? Why is that important? Use the illustrations and words to help you.</i></p>
pages 15-16	<p><b><i>Exasperated</i></b> means really, really frustrated.</p> <p><i>What do we see in the pictures and what do we hear in the words that show us how the neighbors are feeling?</i></p>
pages 23-24	<p><i>What is going on in this picture? What do we see that adds to the words?</i></p> <p>Elicit a few responses.</p> <p><i>How does the setting of the story make it easy for the neighbors to get together? [They can walk up the stairs or down the hall to see each other. They can knock on a neighbor’s door and come inside.]</i></p>

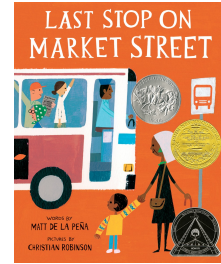
<p><b>Key Discussion</b> 7 minutes</p>	<p>Think, Pair, Share.          Prompt 1:  <i>How does living in the apartment building help the neighbors form a community?</i></p> <p>Prompt 2:  <i>How do the neighbors benefit, or have a better experience, by being a part of this community?</i></p>
<p><b>Closing</b> 1 minute</p>	<p><i>Reading Chik Chak Shabbat really showed us how neighbors in an apartment building can become a strong community!</i></p>
<p><b>Standards</b></p>	<p><b>R.6.1.a</b> Describe characters, settings, and major events in a story, including details about who, what, when, where, and how.  <b>R.11.1.a</b> Use illustrations and words in a text to describe its characters, setting, or events.  <b>SL.2.1.a</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  <b>Civics &amp; Government 2:</b> Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and state laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.</p>
<p><b>Ongoing assessment</b></p>	<p>Listen to children’s responses during whole group time and Think, Pair, Share.</p> <p>Are children able to describe how the illustrations and words work together?          Are children able to describe the setting and explain its importance?</p>

**Notes**



Unit 1: Building Strong Communities

WEEK 2 Day 3



**Text Talk**  
***Last Stop on Market Street***  
 Read 1 of 2

<b>Big Ideas</b>	<p>Caring for each other builds community.</p> <p>When people in communities talk, work, play, and learn together, they can create positive change.</p>
<b>Weekly Question</b>	How do we benefit from being part of communities?
<b>Content Objectives</b>	<p>Using key details, I can describe how the main character, CJ, changes over the course of the story. (RL.1.3)</p> <p>I can describe the way the people on the bus feel by being together. (Civics 1)</p>
<b>Language Objective</b>	I can answer questions about how CJ changes over time in <i>Last Stop on Market Street</i> . (SL.1.2)
<b>Vocabulary</b>	<p><b>patter</b>: making light sounds (of rain)</p> <p><b>sighed</b>: let out a long, heavy breath</p> <p><b>lurched</b>: moved suddenly forward</p> <p><b>positive</b>: good</p> <p><b>together</b>: with each other</p> <p><b>blind</b>: unable to see</p> <p><b>rhythm</b>: a regular, repeated pattern of sounds</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li><i>Last Stop on Market Street</i>, Matt de la Peña</li> </ul> <p>Pre-mark page numbers in the book to correspond with the lesson. Page 1 begins with “CJ pushed through the church doors...”</p>

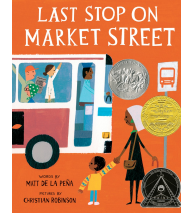
	<p>On the whiteboard, write:</p> <p>How does CJ change over the course of the book?</p> <p>How do the people on the bus feel by being together?</p>
<p><b>Opening</b> 1 minute</p>	<p><i>Today we will read Last Stop on Market Street, by Matt de la Peña. In this story, a boy takes a special trip on the bus with his grandmother.</i></p> <p>Set a purpose for reading. <i>As we read today, we will identify key details about the main character, CJ, tracking how he changes during the course of the story. We will describe the way the people on the bus feel by being together.</i></p>
<p><b>Text and Discussion</b> 16 minutes</p> <p>page 7</p>	<p>Check for understanding of key details. <i>Why does Nana say they don't need a car? What does she mean?</i></p>
<p>page 12</p>	<p><i>How does CJ feel about going somewhere after church? What in the story makes you think that?</i></p> <p>Elicit a few responses.</p> <p><i>Thumbs up if you have ever felt sorry for yourself. What was that like?</i></p>
<p>page 18</p>	<p><i>How does CJ feel listening to the music? How is his response to being on the bus changing?</i></p>
<p>page 22</p>	<p>Check understanding of important themes. <i>What does Nana mean when she says "Sometimes when you're surrounded by dirt, CJ, you're a better witness for what's beautiful?"</i></p>
<p>page 28</p>	<p>Check for clarity. <i>What are CJ and Nana doing at the end of the book?</i> <i>Thumbs up if you have heard of, or been to, a soup kitchen before. What is it?</i></p>
<p><b>Key Discussion</b> 7 minutes</p>	<p>Think, Pair, Share.</p> <p>Prompt 1: <i>How does CJ change over the course of the book? List some key details that tell you that.</i></p> <p>Prompt 2, Connect to the Weekly Question:</p>



	<i>How do the people on the bus feel by being together? Why do you think that?</i>
<b>Closing</b> 1 minute	<i>Today we read Last Stop on Market Street to see how CJ's feelings and actions change because of the special bus trip he takes with his grandmother. We connected to our weekly question, thinking about the community created on the bus.</i>
<b>Standards</b>	<p><b>RL.1.3.</b> Describe characters, settings, and major events in a story, using key details.  *Note: Although the Grade 1 version of this standard does not directly address how a character responds to events over time, the Anchor Standard reads: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p><b>SL.1.2.</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>Civics 1.</b> Demonstrate understanding of the benefits of being part of a group and explain what it means to be a member of a group; follow the group's rules, limits, responsibilities and expectations, and explain reasons for rules to others.</p>
<b>Ongoing assessment</b>	<p>Listen to children's responses during whole group time and Think, Pair, Share.</p> <p>Are children able to recount key details in the story?</p> <p>Are children able to describe how CJ changes over the course of the story?</p> <p>During Think, Pair, Share, are children able to explain the positive change created by coming together as a community on the bus?</p>

**Notes**





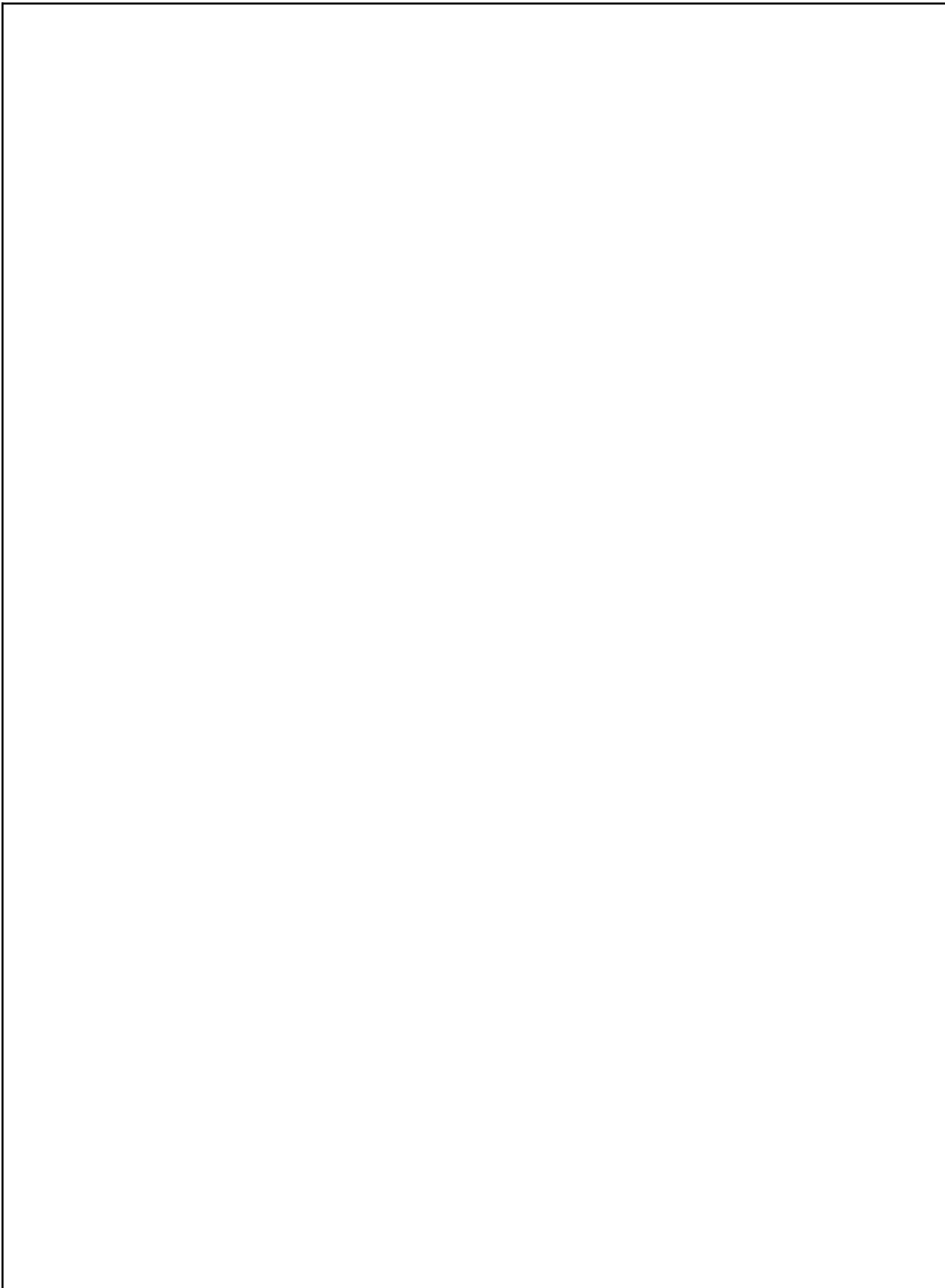
WEEK 2 Day 4

**Text Talk**  
***Last Stop on Market Street***  
 Read 2 of 2

<b>Big Ideas</b>	<p>Caring for each other builds community.</p> <p>When people in communities talk, work, play, and learn together, they can create positive change.</p>
<b>Weekly Question</b>	How do we benefit from being part of communities?
<b>Content Objectives</b>	<p>I can explain how phrases in the story help the reader understand CJ’s experience. (RL.1.3, RL.1.4)</p> <p>I can use key details from the text to evaluate CJ as a member of his community. (RL.1.1, Civics 10)</p>
<b>Language Objective</b>	I can determine the meanings of unknown phrases in <i>Last Stop on Market Street</i> . (L.1.4)
<b>Vocabulary</b>	<p><b>patter</b>: making light sounds (of rain)</p> <p><b>sighed</b>: let out a long, heavy breath</p> <p><b>lurched</b>: moved suddenly forward</p> <p><b>positive</b>: good</p> <p><b>together</b>: with each other</p> <p><b>blind</b>: unable to see</p> <p><b>rhythm</b>: a regular, repeated pattern of sounds</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li><i>Last Stop on Market Street</i>, Matt de la Peña</li> </ul> <p>On the whiteboard, write:</p>

	<p>How do the phrases we have read closely in <i>Last Stop on Market Street</i> help us understand how CJ might feel on the bus?</p> <p>How does CJ benefit from being a member of the community?</p>
<p><b>Opening</b> 1 minute</p>	<p>Set a purpose for reading.</p> <p><i>Today we will read Last Stop on Market Street, by Matt de la Peña, again. This time, we will stop to read a few parts very closely. We will describe how certain phrases help us understand the main character’s experience. Phrases are groups of words that make sense together. Then, we will consider how CJ and others benefit from being members of the communities in the book.</i></p>
<p><b>Text and Discussion of pages 1-14</b> 8 minutes</p>	<p>Check for understanding of key details.</p> <p><i>What do you think the author means by the “air smelled like freedom”? How does this help us think about how CJ feels right after church?</i></p>
<p>page 2</p>	
<p>page 5</p>	<p><i>The author writes that CJ watched the “water pool on flower petals.” What’s going on here?</i></p>
<p>page 7</p>	<p><i>Here, the author writes that the bus “sighed and sagged.” Try to show sighing and sagging with your body and voice. Is this a negative or positive image? Negative means bad and positive means good. Why does that matter?</i></p>
<p>pages 9-10</p>	<p><i>On these pages, the bus “lurched forward and stopped, lurched forward and stopped.” Close your eyes and imagine how you would feel on a bus moving like that.</i></p> <p><i>Lurching is very different than the movement of cars zipping by or boys hopping curbs on bikes.</i></p> <p><i>How might the bus’s movement contribute to how CJ is feeling about the bus trip at this point in the story?</i></p>
<p><b>Key Discussion</b> page 16</p> <p>7 minutes</p>	<p><i>On this page, the author describes a very different experience for CJ. Let’s read this page again.</i></p> <p>Think, Pair, Share.</p> <p><i>What is happening here? How does CJ feel now?</i></p> <p><i>How do the phrases we have read closely in Last Stop on Market Street help us understand how CJ might feel on the bus?</i></p>

<p><b>Connect to Weekly Question</b> 8 minutes</p>	<p>Read to the end. <i>Now that we've read this story again, and we've been thinking about how we benefit from being part of communities, let's think about CJ as a member of his community.</i></p> <p>Think, Pair, Share. <i>How does CJ benefit from being a member of the community? You can think of CJ as a member of the community on the bus or at the soup kitchen. Give examples from the text.</i></p> <p>Bring attention back to the whole group. <i>How do others in the book benefit from being part of a community with CJ and Nana?</i></p> <p><i>Let's record one ideas on our Weekly Question Chart.</i></p>
<p><b>Closing</b> 1 minute</p>	<p><i>In Last Stop on Market Street, we saw how being a member of a community can change the way people feel! It can create positive change for individuals and groups.</i></p>
<p><b>Standards</b></p>	<p><b>RL.1.1.</b> Ask and answer questions about key details in a text. <b>RL.1.3.</b> Describe characters, settings, and major events in a story, using key details. <b>RL.1.4.</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. <b>L.1.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. <b>Civics 10.</b> Evaluate the qualities of a good citizen or member of the community, drawing on examples from history, literature, informational texts, news reports, and personal experiences.</p>
<p><b>Ongoing assessment</b></p>	<p>Listen to children's responses during whole group time and Think, Pair, Share.</p> <p>Are children able to unpack key phrases? Can they relate these phrases to the events in the story? Are children articulating how people benefit from being part of a community in the story?</p>
<p><b>Notes</b></p>	



WEEK 2 Day 5

**Text Talk**

**Revisiting Classroom Agreements**

This lesson is the second of a pair (see Week 1, Day 2) that serve to establish classroom expectations and agreements. The goal is to end up with a short list of agreements that every member of the learning community can hold to. In keeping with the unit of study, these classroom agreements should offer guidance for how individuals can contribute positively to the classroom community. They may exist side by side with school rules.

<b>Big Ideas</b>	<p>People belong to communities. Everyone has a role.</p> <p>Caring for each other builds community.</p>
<b>Weekly Question</b>	How do we benefit from being part of communities?
<b>Content Objectives</b>	<p>I can discuss how our classroom agreements help us create a strong learning community. (Civics 1)</p> <p>I can ask questions to clarify the meaning of the words in our class agreements. (RI.1.4)</p>
<b>Language Objective</b>	I can ask questions to help me understand our classroom agreements. (SL.1.1c)
<b>SEL Objective</b>	I can ask my classmates about their understanding of our agreements. (SEL SR 4.1)
<b>Vocabulary</b>	<p><b>rule:</b> a statement about what is or isn't allowed</p> <p><b>agreement:</b> something that two or more people decide is true</p> <p><b>community:</b> a group of people</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Agreements chart, from Week 1, Day 2</li> <li>Review the proposed agreements. Consider which have been particularly salient and which have been challenging to uphold in the days since the agreements were drafted.</li> <li>● markers, in colors different than used for drafting, for marking up</li> </ul>

	<ul style="list-style-type: none"> <li>and rewriting agreements</li> <li>● fresh chart paper, 1 sheet</li> </ul> <p>Write a customized title at the top of the paper (such as Classroom Agreements for [class name]).</p>
<p><b>Opening</b> 1 minute</p>	<p><i>You have already suggested some agreements that will make our classroom community strong and happy. Feeling good with each other is one way we all benefit from being part of a community.</i></p> <p>Set a purpose for the lesson.</p> <p><i>Today we'll look again at the agreements we wrote down last week and see if they are the right agreements for our community. As we do this, we will ask questions to clarify any words that might be confusing and to make sure we understand each other's ideas.</i></p>
<p><b>Text and Key Discussion</b> 17 minutes</p>	<p><i>I'm going to read through each agreement slowly. As I read the first agreement, if you hear a word you don't understand, put your thumb up in front of your chest; that will be a signal for us to stop and talk about it.</i></p> <p>Read the first agreement, slowly, stopping to clarify the meaning of any confusing words or phrases. Revise the agreements on the chart as needed with a different color than used previously.</p> <p><i>Now that we know what this agreement means, let's think about whether it's a good agreement for our community.</i></p> <p><i>Turn to your partner and take turns asking, "How will this agreement help us build a strong classroom community?" You could start your answer with, "This agreement helps us build a strong community by..."</i></p> <p>Bring the group back together and facilitate a conversation to make sure each member of the community is comfortable with the agreement's meaning and content. If rephrasing an agreement will be helpful, ask children to suggest new language. Confirm that the agreement is important to the community, and rewrite it on the fresh piece of chart paper.</p> <p>Repeat this process for each agreement.</p> <p>Read all of the agreements a final time.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>We now have a list of agreements that will help us build a strong community. Whenever we are not sure about how something is going, we can check our agreements to see what we want from each other, and then remind each other about what our community agreed to.</i></p>



	Some teachers ask each member of the community to sign the agreements. Be sure to include all adults who are consistently part of classroom life.
<b>Weekly Question Chart</b> 5 minutes	Refer to the Weekly Question Chart. <i>This week we have been thinking about this question: How do we benefit from being part of communities?</i> Read the chart together. Add any essential ideas that may be missing. Identify and color-code two or three themes that emerge. Some themes might be: getting along, sharing things we need, feeling good, doing something together that is too big for people to do alone.  Save this chart for use in Week 5.
<b>Standards</b>	<b>RI.1.4.</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <b>SL.1.1c.</b> Ask questions to clear up any confusion about the topics and texts under discussion. <b>Civics 1.</b> Demonstrate understanding of the benefits of being part of a group and explain what it means to be a member of a group; follow the group’s rules, limits, responsibilities and expectations, and explain reasons for rules to others. <b>SEL SR 4.1</b> Demonstrate consideration of others. Contribute to the well-being of the school and community with voice and active participation.
<b>Ongoing assessment</b>	Listen to children’s responses during partner and whole group conversations.  What words or phrases require clarification? Plan for more exposure to these words during the school day. What is noticeable about how children ask questions of each other and listen for responses? How many conversational turns do children take? What conversational supports might be useful? How do children express their desires and expectations for the classroom community? Plan supports to help children meet their own expectations to build community together.

**Notes**



## Unit 1: Building Strong Communities

### WEEK 2

### Stations

See Launching Stations, next page, for guidance on introducing activities.

Station	Activities	Materials Writing tools at each station
<b>Shared Reading</b>	“You’ll Sing a Song and I’ll Sing a Song”	<ul style="list-style-type: none"> <li>● Shared Reading text on chart and/or slides</li> <li>● pointer</li> </ul>
<b>Teacher Groups</b>	<i>Begin in Week 3</i>	
<b>Reading</b>	Independent and Partner Reading	<ul style="list-style-type: none"> <li>● “You’ll Sing a Song and I’ll Sing a Song,” copy for each child</li> <li>● individual book bags</li> </ul>
<b>Listening &amp; Speaking</b>	Talk, Draw, Talk	<ul style="list-style-type: none"> <li>● Week 2 image 1 (listening to a story)</li> <li>● Week 2 prompt 1, copy for each child</li> <li>● Week 2 image 2 (serving a meal)</li> <li>● Week 2 prompt 2, copy for each child</li> <li>● sand timers</li> <li>● drawing tools</li> </ul>
<b>Vocabulary</b>	Draw for Meaning <i>community, responsibility, agreement, bilingual</i>	<ul style="list-style-type: none"> <li>● <b>Week 1</b> Weekly Words cards</li> <li>● Draw for Meaning sheets, copy for each child</li> </ul>
<b>Science Literacy</b>  <i>Introduced on Day 2</i>	Week 1 prompt: What makes day and night?  Week 2 prompt: How does the moon seem to change?	<ul style="list-style-type: none"> <li>● science journals with Week 1 prompt included</li> <li>● Week 2 prompt, printed as stickers or copied and cut apart, with glue sticks</li> <li>● colored pencils and pencils</li> </ul>
<b>Word Work</b>	ABC Order	<ul style="list-style-type: none"> <li>● Foundations Letter Board</li> <li>● letter tiles</li> <li>● ABC Order directions card</li> </ul>
	Initial Sound BINGO <i>continued from Week 1</i>	<ul style="list-style-type: none"> <li>● letter tiles</li> <li>● BINGO Caller Card, in a sheet protector</li> <li>● dry erase marker</li> <li>● BINGO cards, copied onto stiff paper or in sheet protectors</li> <li>● BINGO directions</li> </ul>

Stations U1 W2

## Unit 1: Building Strong Communities

### WEEK 2

#### Launching Stations

##### Week 2, Day 1

**Introduce Shared Reading**, Reading, Listening and Speaking, Vocabulary, and Word Work Stations are open (or limit, according to needs of the group)

##### Materials and Preparation

- Shared Reading text on chart and/or slides
- pointer
- all needed stations materials, as indicated on the Stations cover page

##### Shared Reading

Refer to the Shared Reading lesson.

15 minutes

4 minutes

*When we have Shared Reading, we will have time to visit only one station. Listen carefully to find out which station you'll work in today.*

Review routines and expectations for Stations work. Confirm locations of the stations. Dismiss children to assigned stations.

18 minutes

Children work in their assigned stations. Circulate to observe and support them.

3 minutes

As is useful, bring the group back together to answer questions and reinforce Stations work habits.

##### Week 2, Day 2

##### Introduce the Science Literacy Station

Note: Stations time will be shorter on this day. Use the extra time for reinforcing Stations routines and for any needed orienting to the new school year.

##### Materials and Preparation

All children will practice this one station. Create as many Science Literacy Station sets as needed for children to work in their established small groups.

- children's science journals
- colored pencils
- pencils

5 minutes	<p><i>Do you remember what you found in the Science Literacy Station during our Stations Scavenger Hunt last week?</i></p> <p>Refer to the Stations Scavenger Hunt.</p> <p><i>At this station, you'll work on the page in your science journals that you have already prepared with the question, What does a scientist do?</i></p> <p><i>As you draw yourself as a scientist, make sure to include any tools you will use—don't forget your eyes and ears, because those are tools for finding out about the world around you!</i></p> <p><i>Then, think about a question you might want to investigate in science this year and write it at the bottom of the page.</i></p> <p><i>Usually, the Science Literacy Station will be here [____]. Today, since we are all practicing together, it will be on all the tables.</i></p>
15 minutes	Distribute children's science journals and dismiss children to tables by group. As they work, circulate to support and observe their efforts.
5 minutes	Bring the group back together to answer questions and briefly share children's work.
<p><b>Week 2, Days 3 and 4</b></p> <p><b>All stations open</b></p>	
<b>Materials and Preparation</b>	Take stock of how stations have been going. Plan to reintroduce any station activity with which children have experienced confusion. Plan for two station rotations.
5 minutes	<p>Briefly introduce the stations.</p> <ul style="list-style-type: none"> <li>● Word Work: Explicitly introduce new activities.</li> <li>● Listening and Speaking: Show the new image and prompt.</li> <li>● Vocabulary: Show Week 1 Weekly Words cards.</li> <li>● Reading: Remind children to first read the Shared Reading text and then to access their book bags.</li> <li>● Science Literacy: Show the new prompt, What can air do?</li> </ul> <p>Answer children's questions.</p> <p>Review the classroom's Stations rotation system and help children orient to their first station assignment.</p> <p>Dismiss children to work.</p>
15 minutes	Rotation 1

2 minutes	Signal clean up and transition; help children get settled in new stations.
15 minutes	Rotation 2
3 minutes	<i>This is the first day we have had all stations open! How did it go? What do we need to think about for tomorrow?</i>
<b>Week 2, Day 5</b> <b>All stations open</b> <b>Community Conversation</b>	
<b>Materials and Preparation</b>	Review the work from all stations this week. Choose examples of work to highlight in the Community Conversation. This work might serve to strategize around a shared challenge or to emphasize a particularly successful approach to a task.
5 minutes	Offer brief reminders about stations activities, if needed. Remind children how to orient to the Stations calendar and how to access and clean up stations materials. Dismiss children to work.
20 minutes	Children work in assigned stations. The Reading Station is open for children who complete tasks ahead of time.
3 minutes	Signal clean up and transition.
12 minutes	Bring the group back together for a Community Conversation. Discuss what went well during Stations this week, what challenges children encountered, what might need to be tweaked, and what can be reinforced.

## Unit 1: Building Strong Communities

### WEEK 2

# Shared Reading

## “You’ll Sing a Song and I’ll Sing a Song”

<b>Weekly Question</b>	How do we benefit from being part of communities?
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● chart paper and markers Write out the song for whole group reading.</li><li>● “You’ll Sing a Song and I’ll Sing a Song” slides</li><li>● pointer</li></ul>
<b>Opening</b> 1 min	<p><i>Every week during Shared Reading we’ll practice reading a text together, and then you’ll continue to practice this text at the Reading Station.</i></p> <p><i>Our text this week is “You’ll Sing a Song and I’ll Sing a Song.” We learned this song last week. The words in this song remind us that we can do things together as a community.</i></p>
<b>Phonological Awareness</b> 5 min	<p>Isolate and identify beginning sounds. (Do not show the text)</p> <p><i>This week we are reviewing the sounds that letters make. Before we read and sing today, we’ll practice identifying some beginning sounds.</i></p> <p><i>The first word is “sing.” Repeat the word after me.</i></p> <p><i>What sound do hear at the beginning of “sing?”</i></p> <p>Ask one child to say the sound aloud. Then ask if anyone heard a different sound to establish consensus before inviting the class to say the correct sound. Continue the same exercise for the words “together,” “warm,” “hum,” and “line.”</p>
<b>Shared Reading</b> 13 min	<p>Establish an Echo Reading routine. (Show the text.)</p> <p><i>In our Shared Readings, we read and sing out loud together so that we can become fluent readers. Today, after you hear me sing the song once, we’ll echo sing, which means that I’ll sing some, then</i></p>

	<p><i>you'll sing the same section. As we read and sing, I'll use the pointer to scoop words together into phrases. First, it's my turn.</i></p> <p>Use the pointer to scoop phrases of the song while modeling singing both stanzas.</p> <p><i>Now we're going to echo sing. I'll sing two lines, then you sing those same two lines.</i></p> <p>Use a gesture to signal when it is the children's turn to sing. Echo sing both stanzas, two lines at a time.</p> <p>Build concepts of print.</p> <p><i>This song has stanzas, which are the chunks of text in poems and songs. They help us know when to pause. Show me on your fingers how many stanzas this poem has.</i></p> <p>Indicate separate lines.</p> <p><i>These are the lines of the song. The line breaks also help us know when our voices should pause so we can read and sing with expression.</i></p> <p>Revisit a few lines to model expressive reading and scooping phrases with a pointer.</p> <p>Point out the contractions (do not teach the concept for mastery at this point).</p> <p><i>The word "you'll" is a contraction, which means that two words—"you" and "will"—have been pushed together with the help of this apostrophe [point to apostrophe]. Do you see another contraction in the song? How do you know it's a contraction?</i></p> <p>Establish a Choral Reading routine.</p> <p><i>Now let's sing both stanzas together. We will sing chorally. Chorally means we do it all together.</i></p> <p>Select one child to stand and point as the class sings in unison. Guide the child to scoop phrases appropriately.</p>
<p><b>Closing</b> 1 min</p>	<p><i>You will continue to practice reading and singing this song at the Reading Station.</i></p>
<p><b>Standards</b></p>	<p><b>Standard R.1</b> Demonstrate understanding of the organization and basic features of print.</p> <p><b>R.1.1.a</b> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p><b>R.2.1.a</b> Distinguish long from short vowel sounds in spoken single-syllable words.</p>



	<p><b>R.2.1.b</b> Produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p><b>R.2.1.c</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p><b>R.12.1.b</b> Read various on-level text with accuracy, appropriate rate, and expression on successive readings.</p>
<b>Ongoing Assessment</b>	<p>Listen to children as they respond to questions and discussion prompts. Do they identify beginning sounds in words?</p> <p>Listen to children echo and choral read. Do they sing with appropriate phrasing and expression?</p>
<b>Daily Practice</b>	<p>To reinforce fluency with this text, find five minutes each day for echo, choral, or paired reading.</p> <p>In paired reading, two readers sit side by side with text and either:</p> <ul style="list-style-type: none"> <li>• read aloud in unison, supporting each other to decode the text</li> <li>• take turns reading the full text, chiming in to support each other as needed</li> </ul> <p>Initially, paired reading should be practiced with an adult present at the station or in the teacher-led small group to support learning the routine. It is then released into the Reading Station without adult support. For more guidance on paired reading, such as how to create productive partnerships for reading, refer to the Shared Reading Introduction (Part 2: Components).</p>

**Notes**

Name \_\_\_\_\_

## **You'll Sing a Song and I'll Sing a Song**

by Ella Jenkins

You'll sing a song, and I'll sing a song,  
And we'll sing a song together.

You'll sing a song, and I'll sing a song  
In warm or wintry weather.

You'll hum a line, and I'll hum a line,  
And we'll hum a line together.

You'll hum a line, and I'll hum a line  
In warm or wintry weather.

Talk, Draw, Talk Week 2, prompt 1

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Name: \_\_\_\_\_

**Talk Draw Talk**

Look carefully at the image. People are reading together in their classroom community.  
Draw a picture of something you like to do with other people in a community you belong to.  
Talk with your partner about your drawing.



Talk, Draw, Talk Week 2, prompt 2

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<https://www.gosanangelo.com/story/news/local/2016/11/06/h-e-b-feast-of-sharing/93397118/>

Listening & Speaking W1 2.2

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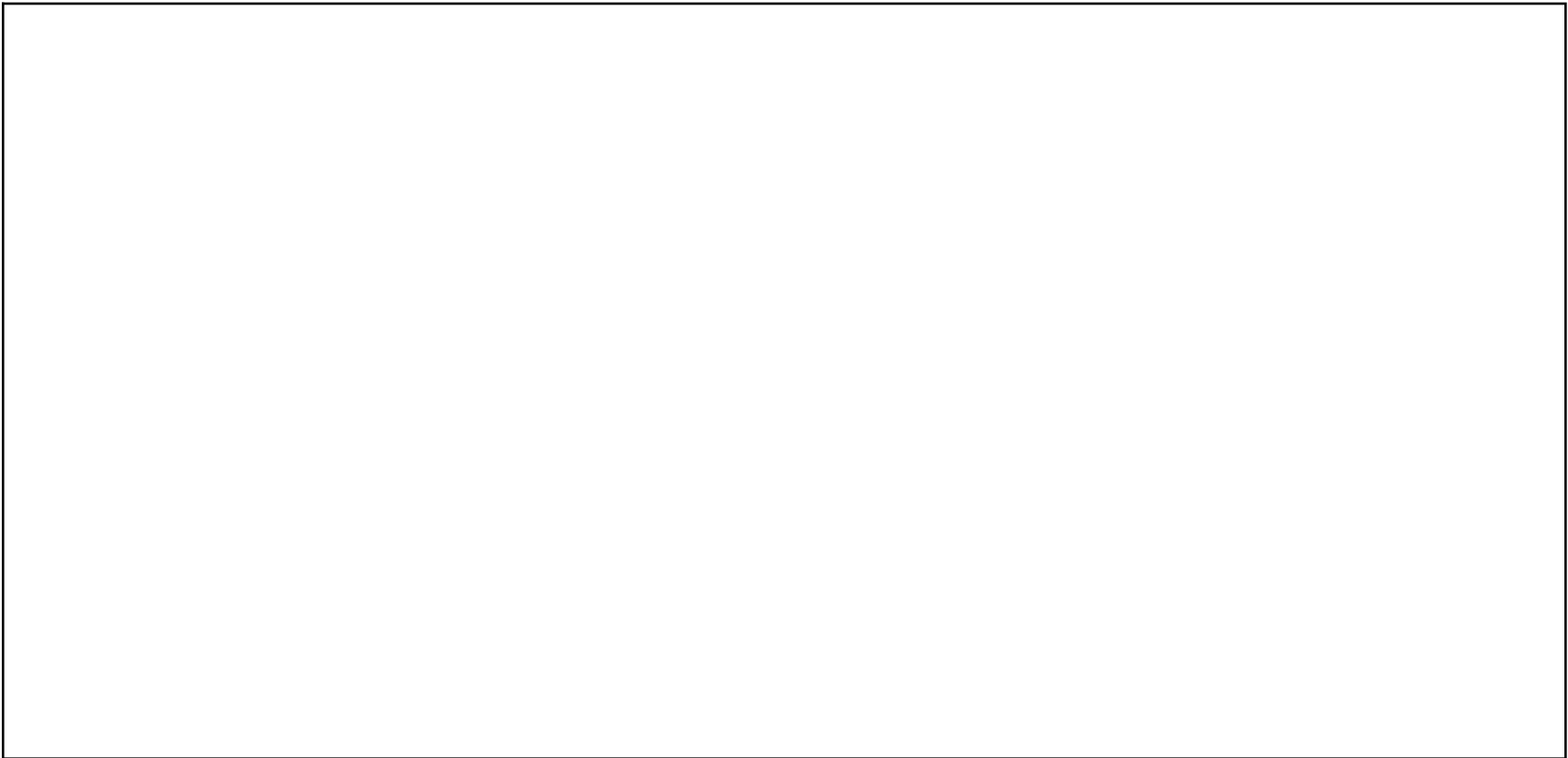
Name: \_\_\_\_\_

**Talk Draw Talk**

Look carefully at the image. People are cooking and serving a meal to members of their community.

Draw a picture of a celebration you would like to have with your community.

Talk with your partner about your drawing.



Week 2 Prompt 1

What makes day and night?	Date _____ Weather _____ Temperature _____
What makes day and night?	Date _____ Weather _____ Temperature _____
What makes day and night?	Date _____ Weather _____ Temperature _____
What makes day and night?	Date _____ Weather _____ Temperature _____
What makes day and night?	Date _____ Weather _____ Temperature _____
What makes day and night?	Date _____ Weather _____ Temperature _____
What makes day and night?	Date _____ Weather _____ Temperature _____

Week 2 Prompt 2

How does the moon seem to change?	Date _____ Weather _____ Temperature _____
How does the moon seem to change?	Date _____ Weather _____ Temperature _____
How does the moon seem to change?	Date _____ Weather _____ Temperature _____
How does the moon seem to change?	Date _____ Weather _____ Temperature _____
How does the moon seem to change?	Date _____ Weather _____ Temperature _____
How does the moon seem to change?	Date _____ Weather _____ Temperature _____
How does the moon seem to change?	Date _____ Weather _____ Temperature _____

Science Literacy Station U1 W2

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## WEEK 2 Lesson 1

### Science and Engineering: Patterns in the Sky: What Makes Day and Night?

<b>S &amp; E Big Ideas</b>	We can use observations to describe patterns that can be predicted. Day and night is a pattern that is created by the Sun on Earth. A pattern is something that follows a rule while repeating itself.
<b>S &amp; E Guiding Question</b>	What makes day and night?
<b>Content Objective</b>	I can use observations to describe how the Sun and Earth follow a pattern. (1-ESS1-1)
<b>Language Objective</b>	I can discuss what I know about the Earth, Sun, Moon, and stars with my peers. (SL1.1)
<b>Vocabulary</b>	<b>Sun:</b> the star closest to Earth and at the center of our solar system <b>Earth:</b> the planet we live on <b>Moon:</b> a natural object that travels on a path around the Earth <b>star:</b> a big ball of burning gas <b>pattern:</b> something that follows a rule while repeating itself <b>prior knowledge:</b> what you already know about a topic or idea
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● chart paper, 2 pages, and markers On one chart, create a KWL chart.</li><li>● Day and Night Spinner, 1 copy for each child Create a model of the spinner.</li><li>● scissors</li><li>● brass fasteners, 1 per child</li><li>● single hole punch</li><li>● 1 globe or a ball</li><li>● 1 flashlight</li><li>● 1 large sticker or sticky note, to show where we live on the globe</li><li>● Week 2 journal prompt 1, copied, cut apart, 1 for each child Prior to the lesson, glue the prompts to the children’s journals</li><li>● Teacher Science Journal</li></ul>

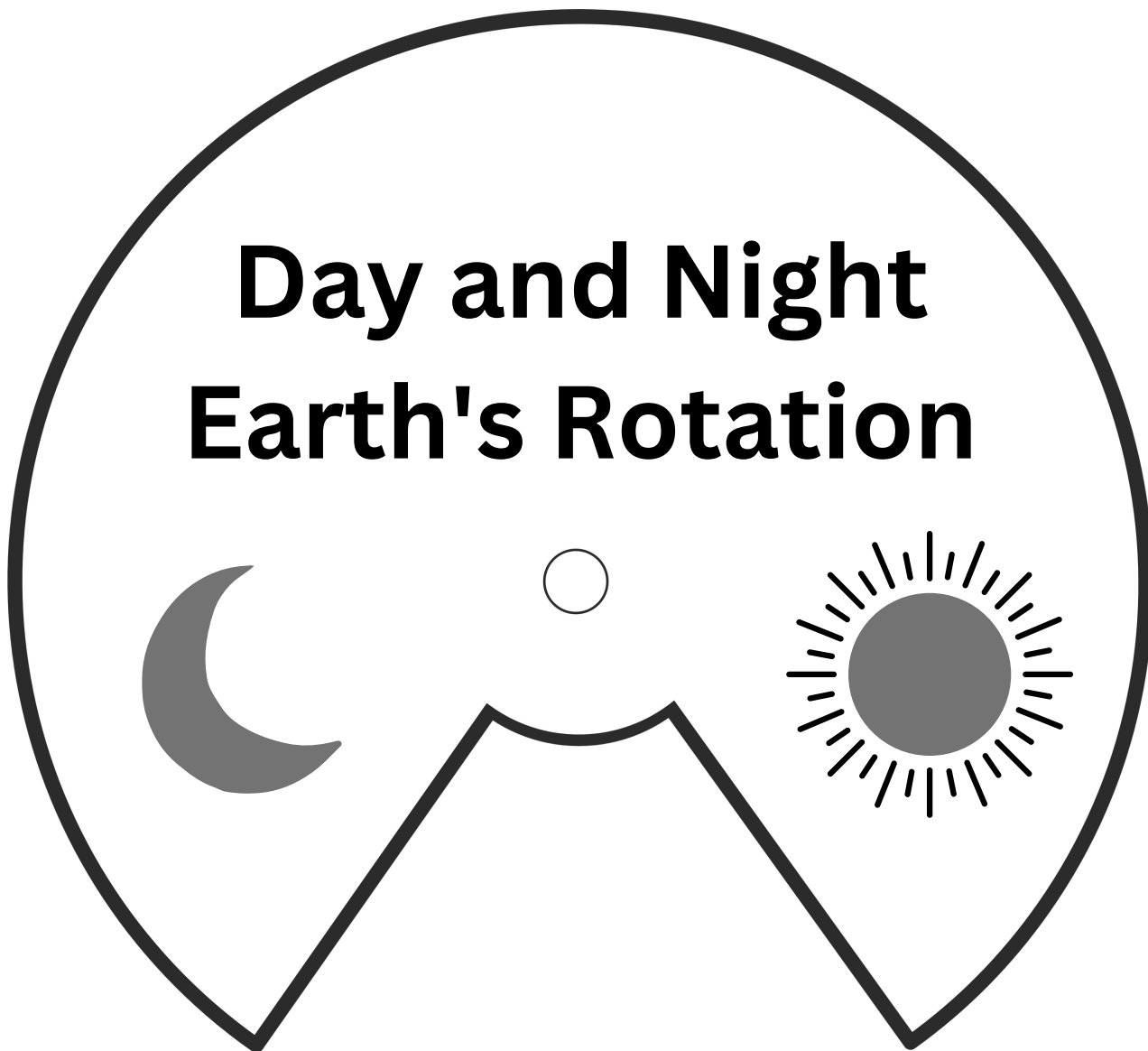
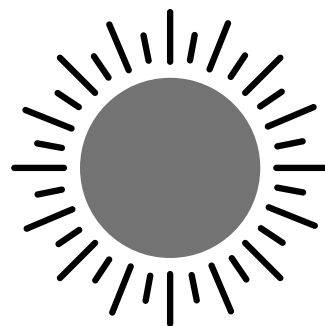
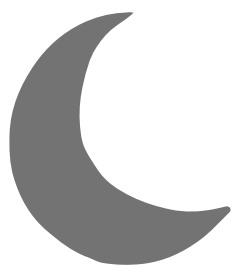
<p><b>Opening</b> 7 minutes</p>	<p><i>Today, we will begin learning about patterns in the sky! Before we begin, let's think about what we already know about objects in the sky.</i></p> <p>Think-Pair-Share. <i>What do you know about the Earth, Sun, Moon, and stars?</i></p> <p><i>Let's share out as a whole group. So, what do we know about the Earth, Sun, Moon, and stars?</i></p> <p>Record children's thoughts in the "Know" or "K" column of the KWL chart, even if inaccurate. Misconceptions are a natural part of learning and we are providing experiences that allow them to update their thinking. If children have questions, record them under the "wonderings", "W" column.</p> <p><i>This will help us as we start learning about patterns in the sky! If you have other thinking that we didn't record, don't worry. You'll be able to add your thinking to your science journals!</i></p>
<p><b>Demonstration</b> 10 minutes</p>	<p><i>Now that we've recorded our thinking, we will learn why we have day and night. Let's start with a demonstration. Here, I have a globe, which shows the Earth.</i></p> <p>Use the sticker or sticky note to show the children's location on the globe. <i>This is where we live.</i></p> <p><i>I also have a flashlight, which we will use to show the Sun. When it is nighttime, do we see the Sun? [If children say yes, prompt them to think about how bright it is during the day, and that at night, we cannot see the Sun.]</i></p> <p><i>Now I need a volunteer to come up and be the Sun!</i></p> <p>Choose a child to come to the center of the circle. <i>The <b>Sun</b>, which is a big star, does not move, so my volunteer needs to stay in one spot when shining its light. The Earth travels on a path around the Sun, so I will walk the globe slowly around my volunteer sun.</i></p> <p>Begin walking around the volunteer Sun.</p> <p><i>At the same time the Earth is traveling around the Sun, it is also spinning.</i></p> <p>Begin spinning the globe very slowly. <i>Now, watch where we put the sticker. Remember, that's where we live.</i></p> <p>Spin and stop when the sticker is facing the flashlight. <i>When we are facing the Sun, is the Sun shining on us? [Yes.] Do you think it's daytime or nighttime? That's right, it's daytime when the Sun is shining on us!</i></p>

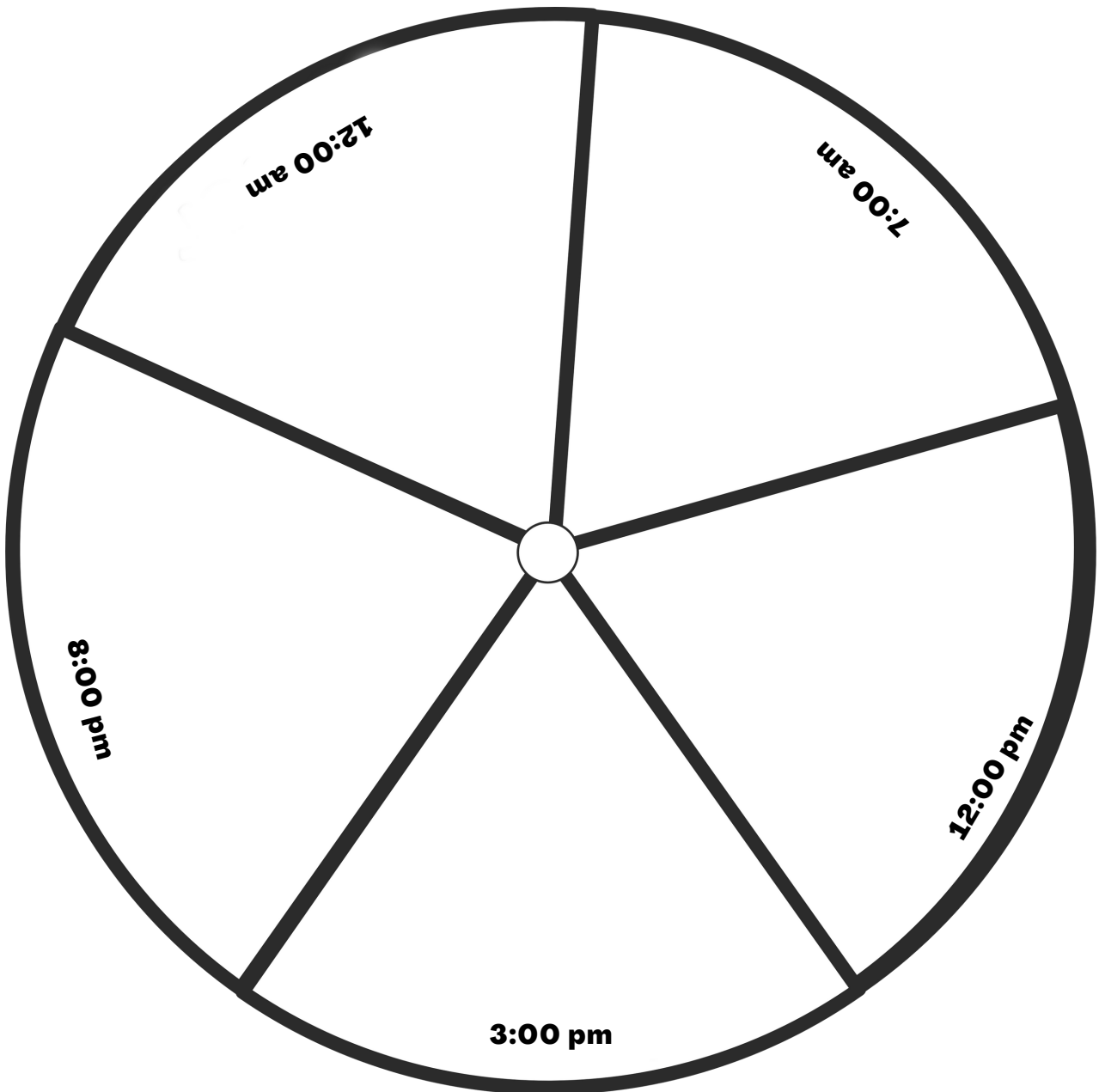
	<p>Spin and stop when the sticker is facing away from the flashlight.  <i>When the Earth continues to spin and we are facing away from the Sun, is the Sun shining on us? [No.] So, do you think it's daytime or nighttime? That's right! It's nighttime when the Sun is not shining on us.</i></p> <p><i>I'm going to spin the globe around. I want you to watch the sticker. When the flashlight, or Sun, shines on the sticker, I want you to say "day!" and when the sticker is facing away from the Sun, I want you to say "night!" Let's give that a try.</i></p> <p>Begin spinning the globe around slowly, making sure every child can see. Spin the globe around 3-4 times so they can begin seeing (and hearing) the pattern.</p>
<p><b>Discussion</b> 10 minutes</p>	<p>Have children return to sitting in a circle around the outside of a meeting area.</p> <p><i>Now that we know that Earth has day and night because when Earth spins, the Sun shines on different parts. When it's shining on our part of the Earth, it is daytime. When it is not shining on our part of the Earth, we have nighttime. It takes 24 hours for this process to happen. That is why 1 day is 24 hours.</i></p> <p><i>Scientists always use evidence when they talk about their learning. How did we find out what causes day and night?</i></p> <p>If children are unsure, prompt them to recognize that the demonstration illustrated that day and night is caused by the Earth spinning.</p> <p>Show children the day and night cards.</p> <p><i>Part of being a scientist is noticing <b>patterns</b>. A pattern is something that follows a rule while repeating itself. Did anyone notice a pattern when we were shining the light on the globe to make day and night?</i></p> <p>If children do not have this prior knowledge of patterns, review what patterns are. Sow some examples on the whiteboard or use manipulatives.</p> <p>Show children the day/night spinner. Explain that they follow a day and night pattern each day. Show them the model. Children will draw what they do each day at the provided times. Distribute the materials.</p>
<p><b>Closing</b> 3 minutes</p>	<p><i>Today, we thought about, "What makes day and night?" We learned that as the Earth spins, the sun shines its light on different parts of the Earth. When the sun is shining, it is daytime. When the sun is not shining on us, it is nighttime. This is a pattern and it's caused by the Earth spinning as the sun shines on Earth.</i></p> <p><i>During the Science Literacy Station, you will continue your</i></p>

	<i>observations and record your ideas to answer the question, "What makes day and night?"</i>
<b>Standards</b>	<p><b>1-ESS1-1:</b> Use observations of the sun, moon, and stars to describe patterns that can be predicted.</p> <p><b>S.L.1.1:</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>
<b>Ongoing assessment</b>	<p>During the demonstration, take note of which students are able to identify the day/night pattern as you spin the globe around. Do they understand that when the sun is shining on the part of the Earth we live in, it is daytime?</p> <p>Use children's responses in science journals to gauge whether or not they understand what causes day and night.</p>

**Notes**

# Day and Night Earth's Rotation





### Supplies:

- Day and Night spinner
- White cardstock paper
- Scissors
- Hole punch
- Paper fastener
- colored pencils
- Scissors
- Pencil

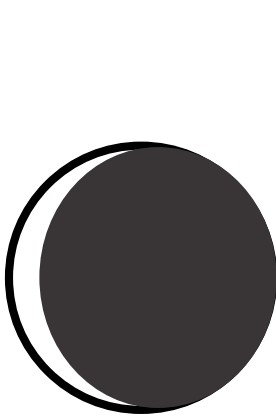
### Instructions:

1. Print the wheel and cover on white cardstock paper and cut them out.
2. Students color the cover and draw their daily activities above the times.
3. Use a hole punch to make a hole in the middle of the cover and the wheel (where marked).
4. Attach the wheel and cover together with a paper fastener.

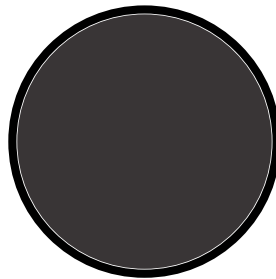
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# PHASES OF THE MOON

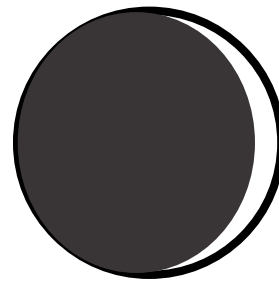
INSTRUCTIONS: COLOR EACH PHASE OF THE MOON



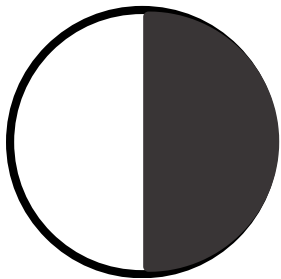
WANING CRESCENT



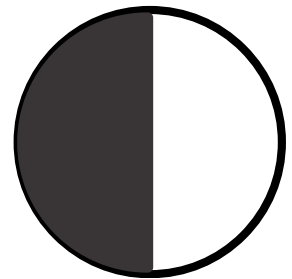
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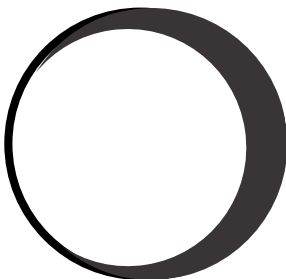
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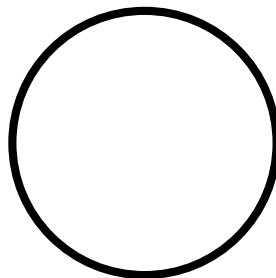
LAST QUARTER



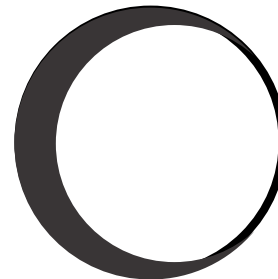
FIRST QUARTER



WANING GIBBOUS



FULL MOON



WAXING GIBBOUS