



Surprised! (also known as Tiger in a Tropical Storm), Henri Rousseau, France (1891)

Studios U2 W4



Crouching Tiger, Eugene Delacroix, France (1839)

Studios U2 W4



Studios U2 W4

Leopards in a Jungle, Daniel Souvenir, Haiti (contemporary)



Studios U2 W4

Wild boars in the snow, Rosa Bonheur, France (1870)

Studios U2 W4



Upper Ram River Valley, Carl Rungius, United States (1935)

Studios U2 W4



Tinga Tinga, ILO, Zimbabwe
(contemporary)

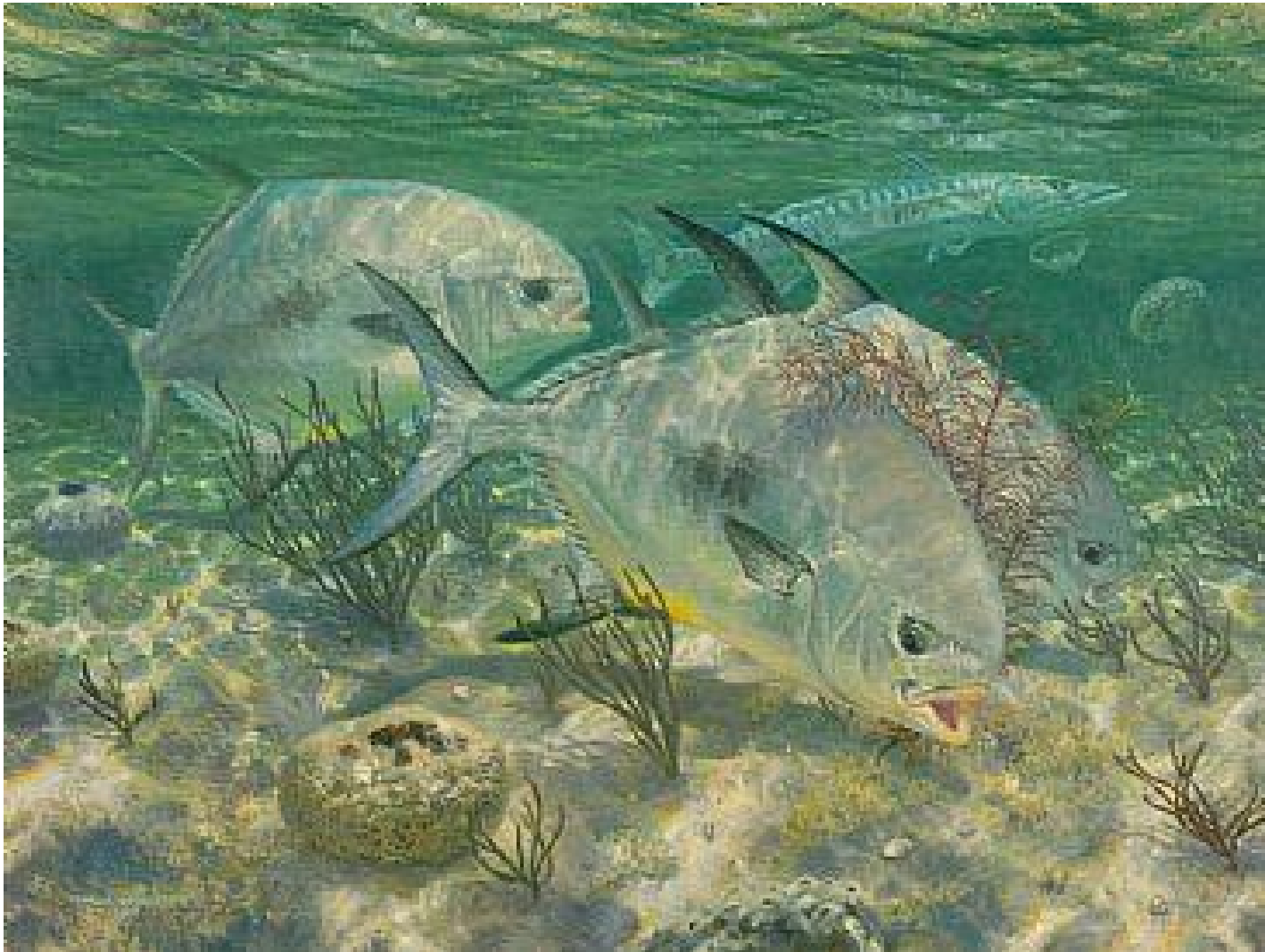
Studios U2 W4

Studios U2 W4



Quiet Reverie, Bonnie Posselli,
United States (contemporary)

Studios U2 W4



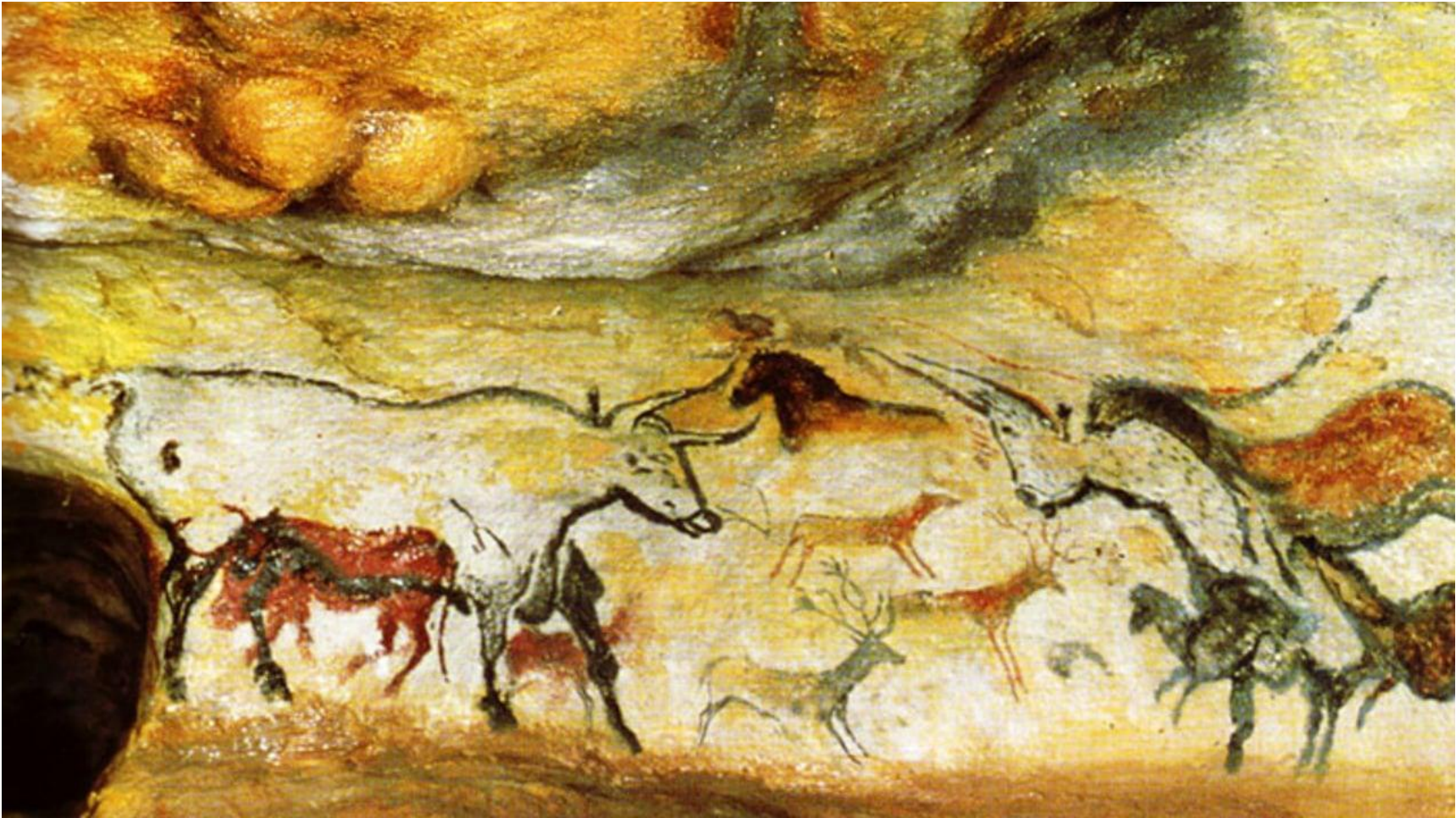
On the Fly, Mark Susinno, United States (2009)

Studios U2 W4



Studios U2 W4

Cat Devouring a Bird, Pablo Picasso, Spain (1939)



Lascaux cave painting, area now France (approximately 17,300 years ago)

Studios U2 W4



Deer in the Snow,
Franz Marc, Germany (1937)

Studios U2 W4



Family of Tigers, artist unknown, Korea (1600s)

Studios U2 W4



Untitled, Sarita Yadav, India (contemporary)

Studios U2 W4



Kalahari Woodland, Dahlov Ipcar, United States (2010)

Studios U2 W4

Focus on First/ 1st Grade for ME | Boston Public Schools Department of Early Childhood P-2/
Maine Department of Education

Habitat Research

Name/s: _____

Habitat: _____

Kinds of plants:	Weather conditions:
Animals that live here:	
Other interesting facts:	

Observing Siblings Directions

Science and Engineering Studio

I can make observations about how sibling animals are the same and different.

1. Write your name on the Live Camera Observation sheet.
2. Choose a live cam to watch. There are eagles, owls, hummingbirds, puppies, and kittens.
3. Write the name of the animal you will observe in the “Animal” box.
4. Watch the camera closely and draw 2 of the siblings. Try to make it as scientific and accurate as you can!
5. Write down 1-2 ways the siblings are the same
6. Write down 1-2 ways the siblings are different.
7. If you have time, choose another animal!

Live Cameras

Comparing Siblings



Animal:

Sibling 1

Sibling 2

Same

Different

Animal:

Sibling 1

Sibling 2

Same

Different

Name: _____

Unit 2: Animals Surviving and Thriving

WEEK 4 Day 1

Writing Report

Introduction to and Beginning Revising and Publishing

Today's lesson launches the work of revising and publishing that continues on Days 2-4. This lesson addresses two phases of the work: revisions (children's individual revisions and teacher-directed small group revisions) and publishing.

Children work individually and with partners or small groups to review their work and plan for revisions, considering whether their work makes sense and follows the purpose of report: to document a sequence of events and to entertain.

In preparation, the teacher identifies one area of revision for each child, focused on an aspect of structure or language and drawn from observations made throughout the unit. Children then receive guidance from the teacher to make these revisions by meeting in small groups with similar needs.

Content Objective	I can revise my writing to fit the purpose, structure, and language of a report. (W.2.1.a, W.3.1.b)
Language Objective	I can revise my report to be written in the third person, using general nouns and adjectives. (W.2.1.a, L.1.1, L.1.1.b –L.1.1.i)
Vocabulary	revise: to make changes to writing publish: to prepare writing for an audience audience: an individual or group for whom a piece of writing is composed feedback: specific, helpful suggestions given to improve work
Materials and Preparation	These materials will be used during Days 1-3 this week. <ul style="list-style-type: none">● Report Observation Tools and Report Feedback sheets Before the lesson, review the children's Report Observation Tools and Report Feedback sheets, along with other notes taken during Writing, to identify the strongest area of need for each child. Form groups of children with similar needs. Ideally, children should be divided into four groups: two to meet on Day 1, one to meet on Day 2, and one to meet on Day 3. See the descriptions below to guide possible group focus areas.

	<p>For Revisions:</p> <ul style="list-style-type: none"> ● writing tools ● children’s writing folders, including reports ● research bins, from Week 1, Day 3 ● additional blank and lined paper ● report mentor texts: <i>Tide Pools</i>, Laura Marsh; <i>Sea Turtles</i>, Laura Marsh; <i>Animals in the City</i>, Elizabeth Carney ● Report anchor chart, from Week 1, Day 1 <p>For Small Group instruction:</p> <ul style="list-style-type: none"> ● research bins, from Week 1, Day 3, as needed ● report mentor text, such as <i>Sea Turtles</i>, Laura Marsh ● general nouns cards, from Week 2, Day 2 <p>For Publishing:</p> <ul style="list-style-type: none"> ● blank and lined paper, copies as needed for publishing Note that children should only create new copies of pages that require significant revisions. ● system for keeping track of work shared Choose one child who would like to share a report, preferably a child who has not yet shared her work.
<p>Opening 1 minute</p>	<p><i>We have learned a lot about reports and you have written your own animal reports! This week you are going to revise and publish your work to get it ready for your audience—the children in Kindergarten.</i></p> <p><i>You have already begun revising your work based on the feedback from your partners and by adding adjectives. Today you will continue that work.</i></p>
<p>Individual Construction 24 minutes, concurrent with Small Group instruction</p>	<p>Send the children with writing folders to revise their work.</p> <p>After children revise, they may begin to publish reports, by copying illustrations and words onto new sheets of paper, as needed, to make their work clear. Note that all children will not need to copy all of their work. Only illustrations and words requiring significant revision should be copied onto new sheets. On Day 2 children will begin to lay out the parts of their reports on posters.</p>
<p>Small Group Possibilities 24 minutes, concurrent with Individual</p>	<p>As children work individually, pull small groups with similar needs to improve one aspect of their writing. The aspects addressed in revisions should be features of report taught during the unit. The following are suggestions for what to address in small groups.</p>

<p>Construction</p>	<p><u>Subtopics</u> Direct children’s attention to the subtopic(s) that need revising. Then guide them to revise either by conducting additional research to add more information, or by adjusting the illustration or words so that they match.</p> <p><u>General Statement</u> Revisit the lesson from Week 3, Day 5. Guide children to name and classify their animals. If they are having difficulty classifying their animals, direct them back to research resources. Then help children produce a general statement, first orally, and then written.</p> <p><u>The Third Person</u> Review the lessons from Week 2, Days 2, 4-5 and Week 3, Day 1. Read a sentence from a mentor text, such as <i>Sea Turtles</i> to review the third person and its purpose in report—to sound like an expert. Have the children review their writing and identify places where they wrote in a different person, using pronouns such as “I” and “you.” Guide children to orally restate these sentences using the third person and then to revise their sentences.</p> <p><u>General Nouns</u> Review the lessons from Week 2, Days 2, 4-5 and Week 3, Day 1. Remind children that their reports are about a whole group of animals, rather than about one specific animal. Have children review their writing, underlining the places where they named their animal with a singular, rather than a general, noun; for example, “ant” instead of “ants.” Have children reread the sentences to make sure that a general noun makes sense with the rest of the sentence. Guide them to revise their work, using the general nouns cards as a resource. Refer to the Week 4 Vocabulary and Language lessons about noun - verb agreement.</p> <p><u>Adjectives</u> Review the lesson from Week 3, Day 4. Remind children of the function of adjectives in report—to pack information into a sentence. Help them to identify one sentence that would benefit from adding adjectives; then ask the following questions to guide their thinking: What? Which ones?/Whose? How many? What like? What kind? Help children to orally add adjectives to that sentence, and then to revise their written work.</p>
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<p>Closing 5 minutes</p>	<p>Choose one experience from your small group instruction to share with the class. This should be informative to all children as they grow as writers.</p>
<p>Standards</p>	<p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p>W.2.1.a With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>L.1.1.a Use common, proper, and possessive nouns.</p> <p>L.1.1.b Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>L.1.1.c Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).</p> <p>L.1.1.d Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>L.1.1.e Use frequently occurring adjectives.</p> <p>L.1.1.f Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>L.1.1.g Use determiners (e.g., articles, demonstratives).</p> <p>L.1.1.h Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>L.1.1.i Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>
<p>Ongoing assessment</p>	<p>Note children’s participation in and understanding of the content of each small group.</p>

<p>Notes</p>

Unit 2: Animals Surviving and Thriving

WEEK 4 Day 2

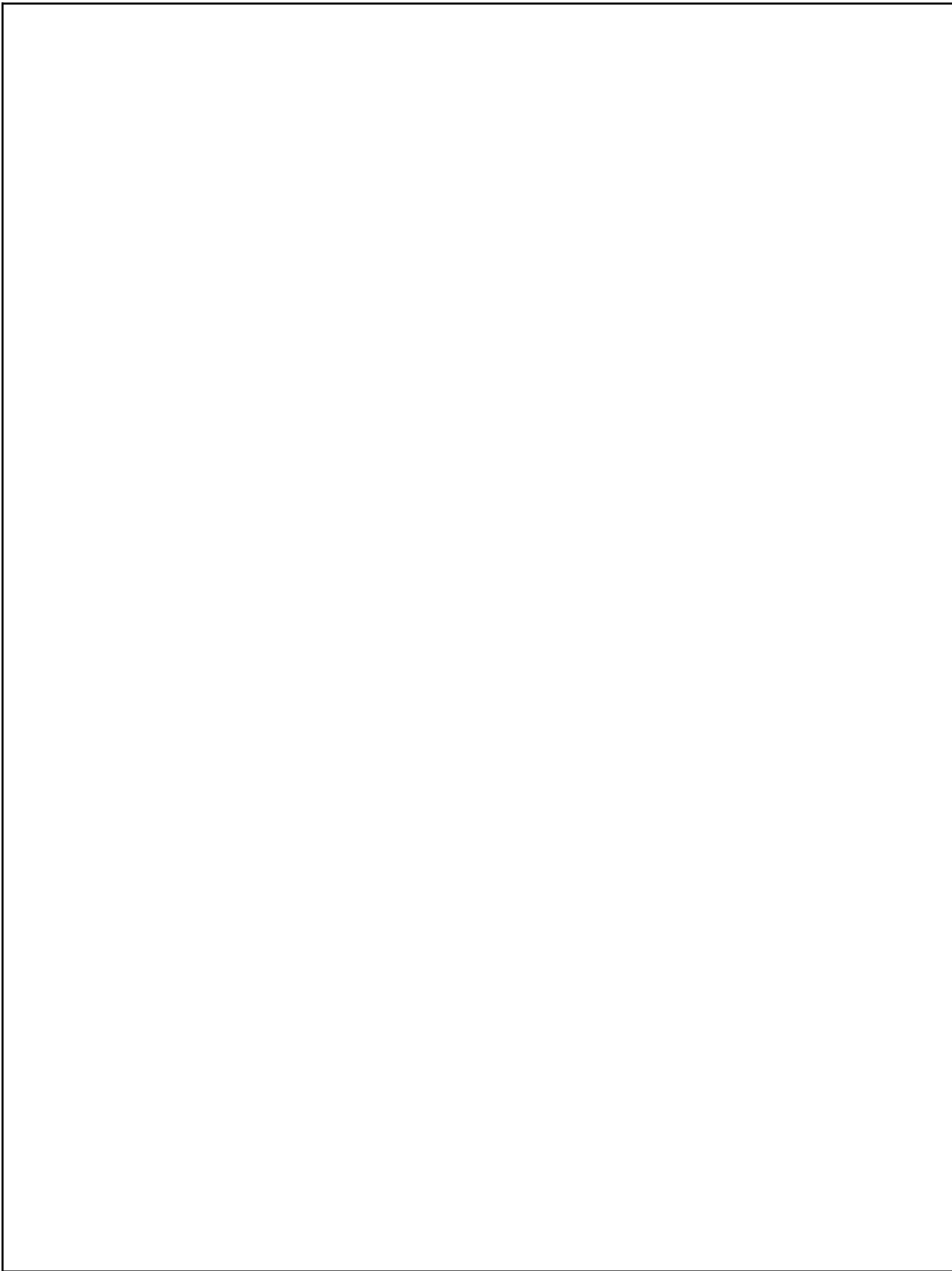
Writing Report
Poster Layout
Revising and Publishing
continued from Day 1

Content Objective	I can revise my writing to fit the purpose, structure, and language of a report. (W.3.1.b, W.2.1.a)
Language Objective	I can revise my report to be written in the third person, using general nouns and adjectives. (W.1.5, L.1.1, L.1.1.b - L.1.1.i)
Vocabulary	revise: to make changes to writing layout: the organization of a page audience: an individual or group for whom a piece of writing is composed general statement: the beginning of a report, which introduces and classifies the topic subtopic: a smaller part of the topic publish: to prepare writing for an audience
Materials and Preparation	Materials from Day 1, plus: <ul style="list-style-type: none">● projector and screen● Sample Posters slides, from Week 2, Day 1● chart paper or poster board for publishing, one for each child● one child’s report Before the lesson, choose one child’s work for modeling layout. <ul style="list-style-type: none">● masking tape
Opening 1 minute	<i>Today you will continue revising your reports and decide on a layout for your posters.</i>
Deconstruction and Joint Construction 8 minutes	<i>One of your jobs today is to decide on a layout for your poster. The layout is how the poster is set up. The way each piece is organized on the poster is important to helping your audience understand what you are trying to communicate.</i>

	<p><i>Let's look at our sample posters again for inspiration.</i></p> <p>Review and discuss the Sample Posters slides, focusing on layout and how it supports the communication of important information.</p> <p><i>Before you design your own posters, let's try working together on _____'s poster. Where should we put each part? Remember, we need to include the general statement, along with each subtopic. Is there any other information we might want to add to this poster? [a title, the author's name]</i></p> <p>Together with the children, move the different pieces around on the poster and discuss the pros and cons of different layouts.</p> <p><i>After deciding on a layout, you will tape your papers to the poster. Since you haven't finished revising and publishing all parts of your work yet, you don't want to glue them on. Plus, taping them on gives you a little more time in case you want to change something about the layout.</i></p>
<p>Individual Construction 16 minutes, concurrent with Small Group instruction</p>	<p><i>Now it's your turn to work on your poster layout. Move pieces around and try different things. When you have a layout that you like, tape the pieces on, so that you won't forget where they go.</i></p> <p><i>When you finish, you will continue revising your work. That might mean taking off one of your sheets to make changes to it; or to copy your words or illustration onto a clean sheet of paper.</i></p>
<p>Small Group Possibilities 16 minutes, concurrent with Individual Construction</p>	<p>As children work independently, meet with small groups, as described in Day 1.</p>
<p>Closing 5 minutes</p>	<p>Choose one experience from your small group instruction to share with the class. This should be informative to all children as they grow as writers.</p>
<p>Standards</p>	<p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p>W.2.1.a With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>L.1.1.a Use common, proper, and possessive nouns.</p> <p>L.1.1.b Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>L.1.1.c Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).</p>

	<p>L.1.1.d Use verbs to convey a sense of past, present, and future (e.g. Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>L.1.1.e Use frequently occurring adjectives.</p> <p>L.1.1.f Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>L.1.1.g Use determiners (e.g., articles, demonstratives).</p> <p>L.1.1.h Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>L.1.1.i Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>
Ongoing assessment	<p>Review children’s posters.</p> <p>Are their layouts effective?</p> <p>What may need to be changed before the final version?</p> <p>Note children’s participation in and understanding of the content of each small group.</p>

Notes



Unit 2: Animals Surviving and Thriving

WEEK 4 Day 3



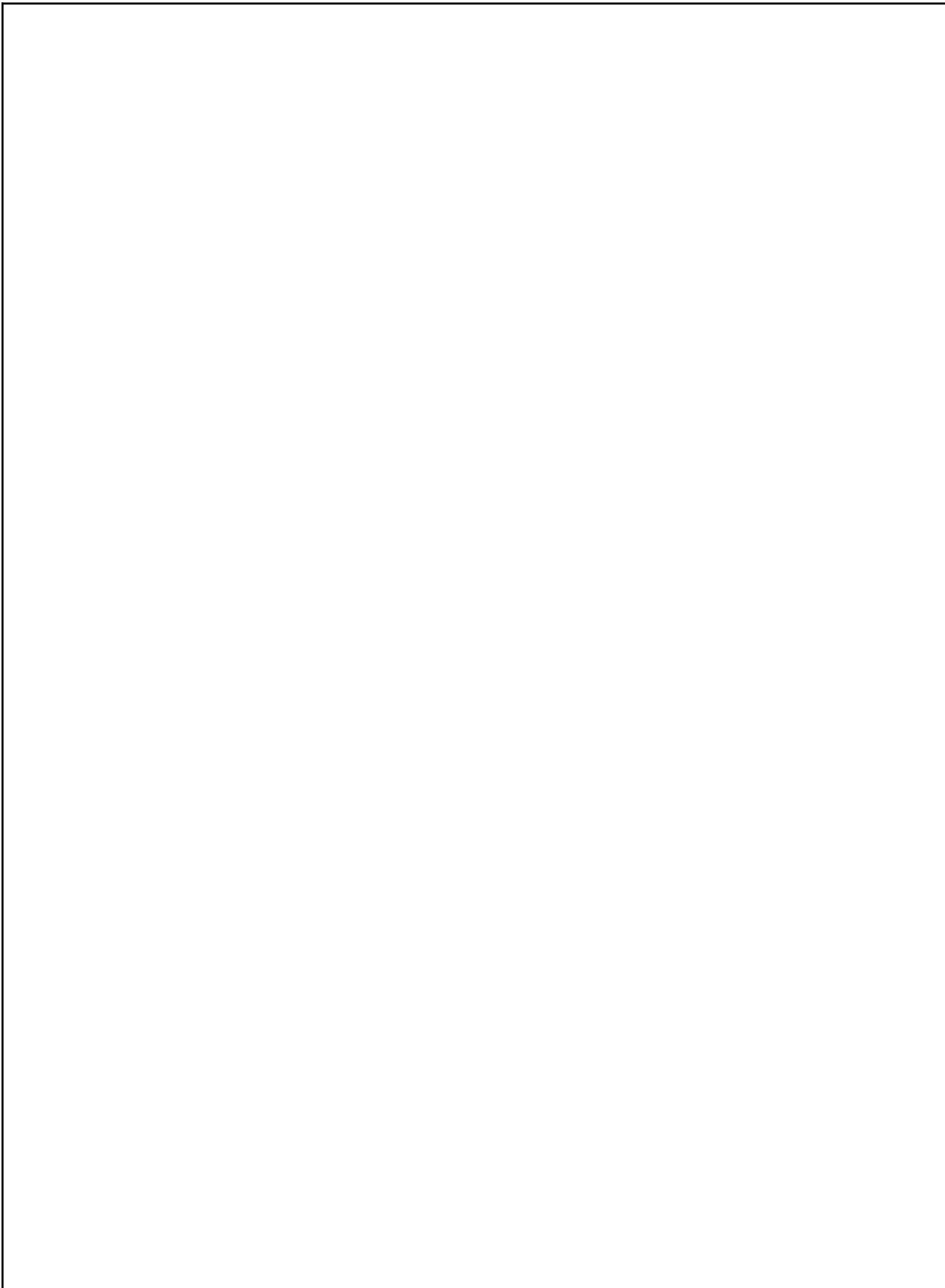
Writing Report
 Deconstruction and Individual Construction: Title
 Revising and Publishing
 continued from Days 1-2

Content Objective	I can revise my writing to fit the purpose, structure, and language of the report. (W.3.1.b, W.2.1.a)
Language Objective	I can revise my report to be written in the third person, using general nouns and adjectives. (W.2.1.a, L.1.1.a - L.1.1.i)
Vocabulary	<p>title: the name of a piece of writing</p> <p>revise: to make changes to writing</p> <p>publish: to prepare writing for an audience</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Materials from Days 1-2 ● mentor texts, for use during Deconstruction: <ul style="list-style-type: none"> ○ <i>Tide Pools</i>, Laura Marsh ○ <i>Sea Turtles</i>, Laura Marsh ○ <i>Animals in the City</i>, Elizabeth Carney ○ <i>Raccoons</i>, Allan Fowler ○ <i>Gray Squirrels</i>, G.G. Lake
Opening 1 minute	<i>Today we are going to learn about the titles of reports, and you will write your own titles. Then you will continue revising and publishing your work.</i>
Deconstruction 5 minutes	<p><i>The title is the name of a piece of writing. Titles are important, because they let the reader know what the text is about.</i></p> <p>With children sitting on the perimeter of the rug, lay out all of the report</p>

	<p>mentor texts in the center of the rug. <i>Let's look at the titles in the reports we have read.</i> Point to each book and read its title.</p> <p><i>Think, Pair, Share: What do you notice about these titles?</i> Harvest several children's ideas. If no one mentions it, note that many books name the animal using a general noun, such as "racoons."</p> <p><i>Think, Pair, Share: What would be a good title for your report?</i> <i>Remember, the title needs to let the reader know what your report is about.</i> Have several children share their ideas.</p>
<p>Individual Construction 19 minutes, concurrent with Small Group instruction</p>	<p><i>Your first job today is to add your title to your poster. Write the title at the top of your poster. Write it big enough so that someone walking down the hall can see it, but use pencil in case you decide to make changes.</i></p> <p><i>After you write your title, you will continue revising and publishing your report poster.</i></p>
<p>Small Group Possibilities 19 minutes, concurrent with Individual Construction</p>	<p>Continue from Days 1-2</p>
<p>Closing 5 minutes</p>	<p>Choose one experience from your small group instruction to share with the class. This should be informative to all children as they grow as writers.</p>
<p>Standards</p>	<p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p>W.2.1.a With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>L.1.1.a Use common, proper, and possessive nouns.</p> <p>L.1.1.b Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>L.1.1.c Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).</p> <p>L.1.1.d Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>L.1.1.e Use frequently occurring adjectives.</p> <p>L.1.1.f Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p>

	<p>L.1.1.g Use determiners (e.g., articles, demonstratives).</p> <p>L.1.1.h Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>L.1.1.i Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>
Ongoing assessment	As children write, circulate and take notes on the Report Observation Tool, focusing on the General Statement.

Notes



Unit 2: Animals Surviving and Thriving

WEEK 4 Day 4

Writing Report
Publishing

Content Objective	I can organize my report poster in a way that makes sense. (W.3.1.b)
Language Objective	I can discuss my publishing choices. (SL.1.1)
Vocabulary	layout: the organization of a page publish: to prepare writing for an audience heading: a title for a section of text subtopic: a smaller part of the topic
Materials and Preparation	<ul style="list-style-type: none">● posters, from Day 2 Before the lesson, look at the posters. Choose two children who used different layouts and ask them to share their layout decisions with the class.● markers● glue sticks, one for each pair or group of four● writing folders, with published report sheets● animal research sheets (from the research bins), one for each group● Report anchor chart, available for children’s reference
Opening 9 minutes	<p><i>Today you will work in pairs to finalize your report posters, so that you can share them with Kindergarten students tomorrow! Before we begin, let’s have two classmates share their layouts and the reasons they chose to organize their posters that way.</i></p> <p>Have the two children share their layouts, discussing why they chose to organize their work in the ways they did. Give the children a chance to reflect on their own layouts and decide if they want to change anything to make the presentation more effective.</p> <p><i>One part that everyone will add to their posters is headings. The</i></p>

	<p>headings are titles of sections of text. In this case, we will add headings to name our subtopics.</p> <p>Indicate a subtopic on one child’s poster. <i>What heading could be added here?</i></p> <p>Show the animal research sheet. <i>You can use the animal research sheet to help you write the headings for your subtopics.</i></p>
<p>Individual Construction 20 minutes</p>	<p><i>Your first job today is to make final decisions about your poster layout. Look at your poster and make sure you have space for all of the parts: title, general statement, and subtopics, including headings.</i></p> <p><i>When you have a layout you like, you can write your title and headings in marker and glue your final illustrations and words onto your poster.</i></p>
<p>Closing 1 minute</p>	<p><i>Tomorrow you will have more time to finalize your posters, before we present them to the kindergartners!</i></p>
<p>Standards</p>	<p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</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 groups.</p>
<p>Ongoing assessment</p>	<p>Review children’s published work for clarity.</p>

Notes

Unit 2: Animals Surviving and Thriving

WEEK 4 Day 5

Writing Report
Presentation and Celebration

Content Objective	I can present my work, giving information about my animal. (SL.3.1.a)
Language Objective	I can reflect on my experience by sharing an appreciation or something I learned. (SL.1.1.a)
Materials and Preparation	Arrange to partner with a Kindergarten class. Set up a time for the classes to be together, and for the first graders to share their work with Kindergarten children. <ul style="list-style-type: none">• children’s published writing Take pictures of the posters, or find another way to preserve the children’s work.
Opening 1 minute	<i>You have learned so much about animals! Now you have a chance to share some of what you have learned by presenting your report posters.</i>
Presentation 28 minutes	Meet together and partner first graders with Kindergarten children. Invite the kindergartners to ask questions both about the content of the posters and about the process of creating the posters.
Closing 10 minutes	After children have shared their work, invite children from both grades to reflect on the experience by sharing appreciations and new understandings. <i>Take a moment to think about an appreciation you have, or something new you learned today. If you want to share your thought, you can say something like, “I appreciate _____, because _____;” or “I learned _____.”</i> Present the Kindergarten students with the posters, to keep as reference material for their study of animals. To the first graders, reinforce the value

	<p>of these posters.</p> <p><i>Your posters demonstrate how much you have learned this unit! They will be so helpful to Kindergarten students as they learn about many different animals.</i></p>
<p>Standards</p>	<p>SL.3.1.a Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.1.a 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>
<p>Ongoing assessment</p>	<p>Reflect and make notes about the unit.</p> <p>What did children understand about the purpose, structure, and language of report?</p> <p>What is still challenging?</p> <p>What do I still need to address with children this year?</p> <p>What might I do differently next year?</p>

Notes