

Unit 3: Resources in Our Communities WEEK 2 At a Glance

Weekly Question: What do people need? What do people want?			
<p>Texts</p> 	<p>Vocabulary and Language</p> <p>Day 1: Introduce Weekly Words: need, want, choice Day 2: Introduce Weekly Words: save, spend, sell Day 3: Sorting Nouns into Categories Day 4: Sorting Nouns into Categories Day 5: Carousel Brainstorm</p>		
	<p>Text Talk</p> <p>Day 1: <i>Those Shoes</i>, Read 1 Day 2: <i>Those Shoes</i>, Read 2 Day 3: <i>A Chair for my Mother</i>, Read 1 Day 4: <i>A Chair for my Mother</i>, Read 2 Day 5: <i>A Chair for my Mother</i>, Read 3</p>		
<p>Mentor texts</p>	<p>Stations</p> <p>Shared Reading: "Giving Thanks" Independent and Partner Reading Listening & Speaking: Talk, Draw, Talk; Listen & Respond (<i>Those Shoes</i>) Science Literacy: How do plants help produce new plants? Vocabulary: Draw for Meaning Word Work: Various Activities</p>		
	<table border="1"> <tr> <td data-bbox="412 1276 808 1482"> <p>Science and Engineering</p> <p>Lesson 1: Potato Cuttings Lesson 2: Plants Grow and Change</p> </td> <td data-bbox="808 1276 1425 1482"> <p>Studios</p> <p>Activities continue and extend from Week 1. Children write book reviews of Unit 3 books. In Science and Engineering, children observe and make predictions about plant growth.</p> </td> </tr> </table>	<p>Science and Engineering</p> <p>Lesson 1: Potato Cuttings Lesson 2: Plants Grow and Change</p>	<p>Studios</p> <p>Activities continue and extend from Week 1. Children write book reviews of Unit 3 books. In Science and Engineering, children observe and make predictions about plant growth.</p>
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	<p>Writing: Personal Recount</p> <p>Day 1: Deconstruction and Individual Construction: Repetition Day 2: Deconstruction and Individual Construction: Repetition Day 3: Deconstruction and Individual Construction: Rhyme Day 4: Deconstruction and Individual Construction: Rhyme Day 5: Deconstruction and Individual Construction: Rhythm</p>		

Unit 3: Resources in Our Communities

WEEK 2 Days 1 & 2

Vocabulary & Language
Weekly Words

Weekly Question	What do people need? What do people want?				
Language Objectives	I can talk with my classmates about words. (SL.1.1) I can connect words to my own real-life experiences. (L.1.5.c)				
Vocabulary	<table border="1" style="width: 100%;"><tr><td style="text-align: center;">Day 1</td></tr><tr><td>need: something that a person requires in order to be healthy, comfortable, and successful want: something that a person would like to have choice: making a decision about one thing when there are two or more possibilities</td></tr><tr><td style="text-align: center;">Day 2</td></tr><tr><td>save: to put money aside to use in the future spend: to use money to pay for something sell: to offer something in exchange for money</td></tr></table>	Day 1	need: something that a person requires in order to be healthy, comfortable, and successful want: something that a person would like to have choice: making a decision about one thing when there are two or more possibilities	Day 2	save: to put money aside to use in the future spend: to use money to pay for something sell: to offer something in exchange for money
Day 1					
need: something that a person requires in order to be healthy, comfortable, and successful want: something that a person would like to have choice: making a decision about one thing when there are two or more possibilities					
Day 2					
save: to put money aside to use in the future spend: to use money to pay for something sell: to offer something in exchange for money					
Materials and Preparation	<ul style="list-style-type: none">● Week 2 Weekly Words cards● chart paper Create the week's Weekly Words chart by writing out the Weekly Words and their definitions. Add icons, sketches, or images as needed.				
Opening Day 1	<i>Today, we'll start a new list of Weekly Words. These words come from the books that we read and the big ideas from our new study, Resources in Our Community. Today's words are need, want, and choice.</i>				

Vocabulary and Language U3 W2 D1 & D2

Day 2	<i>Let's continue learning our words for this week. Today's words are save, spend, and sell.</i>
Discussion Day 1	<p>Follow the steps of the Weekly Words routine. Refer to the chart and explain each step as needed. Hold up the appropriate word card as each word is taught.</p> <hr/> <p>needs Elaboration: <i>In the previous unit we talked about animals' basic needs—air, water, food, space, light, and shelter. Human beings also have these same needs. We have other needs, too, that make us feel successful: strong communities, friends, and positive leaders.</i></p> <p>Think, Pair, Share prompt: <i>What are some of your needs in order to be a successful learner in school?</i></p> <hr/> <p>wants Elaboration: <i>Wants are things that are enjoyable or nice, but that we don't need them to survive. In fact, if we don't have all the things we want, we will be just fine. For example, we can live without gummy bears. We might really enjoy eating them, but they are not essential for us to thrive.</i></p> <p>Think, Pair, Share prompt: <i>What are some of your wants?</i></p> <hr/> <p>choice Elaboration: <i>I'm hungry, and I have a choice to make: shall I eat an apple or a doughnut? The doughnut is very tempting! I like to eat sweets, but I know they are not very nutritious. The apple is very nutritious, and it is also sweet. And I love crunchy, juice apples. So I'll make the choice to eat the apple today.</i></p> <p>Think, Pair, Share prompt: <i>One time in school when you make a choice is during Studios. Out of all the studios, how do you make a choice?</i></p>
Day 2	save Elaboration:

	<p><i>Sometimes we want or need to buy something, but we don't have enough money. Then we need to save money until we have enough. We can set aside a little bit of money at a time, even just pennies and other coins that we find, until we collect as much as we need. When we have saved enough money, we can pay for that thing we want or need!</i></p> <p>Think, Pair, Share prompt: <i>Have you or someone in your family saved money for something? What were you saving for? How long did it take to get enough?</i></p> <hr/> <p>spend Elaboration: <i>Our school spends a lot of money on the resources we need for teaching and learning: books, computers, paper, pencils, art supplies, gym equipment, and teachers' salaries—what we get paid for the service of teaching.</i></p> <p>Think, Pair, Share prompt: <i>If you had five dollars, what do you think you might spend it on?</i></p> <hr/> <p>sell Elaboration: <i>People and businesses sell many different kinds of goods, like clothes, cars, furniture, televisions, and places to live. To buy what people and businesses are selling, we give them the amount of money that the item costs.</i></p> <p>Think, Pair, Share prompt: <i>If you ran a market, what would you sell?</i></p>
Closing	<p><i>This week, we're talking about what people need and want. The words we're studying will help us to talk about the choices we make on how to use our money.</i></p>
Standards	<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>L.1.5c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>
Ongoing assessment	<p>How do children interact with new and familiar words?</p>

	<p>How do children respond when they discover an error in their understanding or use of a word? How flexible are they when confronted with new definitions?</p> <p>How do children talk with peers about new words—do they use gestures, substitute familiar words, dig for descriptions, tell stories?</p> <p>Make notes about children’s familiarity with various kinds of words and the connections they make to specific words. Use this information to plan for embedded opportunities for teaching and reinforcing words.</p> <p>Use of a strategy such as pulling equity (name) sticks supports the participation of all children. Even with this kind of strategy, some children will benefit from extra turns for verbal participation.</p> <p>Keeping a class vocabulary list will allow for keeping track of children’s vocabulary growth over time.</p>
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Notes



need

<https://newsnetwork.mayoclinic.org>



want

<https://www.npr.org/sections/thesalt/2018/01/08/575406711/are-gummy-bear-flavors>

Weekly Words U3 W2



choice

<https://www.forbes.com/sites/forbescoachescouncil/2017/05/19/the-difference-between-making-a-choice-and-a-decision/#70deebf24b7a>



save

<https://www.score.org/blog/7-little-ways-save-money-when-youre-self-employed>

Weekly Words U3 W2



spend

<https://www.moneyunder30.com/intentional-spending>



sell

https://www.clarin.com/tecnologias-tener-cuenta-comprar-televisor_0_S1Gibe-AM.html

Weekly Words U3 W2

WEEK 2 Day 3

Vocabulary & Language

Sorting Nouns into Categories

Weekly Question	What do people need? What do people want?
Language Objective	I can sort nouns into categories. (L.1.5a)
Vocabulary	goods: things people buy or own noun: a person, place, thing, or idea category: a group of things that are similar in some way
Materials and Preparation	<ul style="list-style-type: none">• clipboard, sticky note, and pencil, for each pair of children• blank sheet of chart paper
Opening	<i>This week we have been talking about the goods that people want and need. Today we will think of nouns to name goods and sort them into categories.</i>
Discussion	<p>Goods are things that people buy and sell. Talk with your partner about goods that your family buys. Then, together, choose one good and quickly write or sketch and label it on the sticky note.</p> <p>As children talk, draw, and write, circulate to support them.</p> <p>Bring the class back together on the perimeter of the rug. Place the blank chart paper in the center.</p> <p><i>Now each pair will share their goods. After each person shares, we are going to group similar goods together, in categories.</i></p> <p>Have the first pair share their sticky note; then put it on the chart paper. Have the second pair share; then decide as a class whether the good is similar to the first, or if it is different. If the good is similar, put the new sticky next to the first one. If it is different, place it in its own area. Repeat this process as each pair shares.</p>

	<p><i>Each good is a thing, a noun. Now let's look at the categories we made and see if we can name them.</i></p> <p>Indicate one group of sticky notes. Name the goods they represent. <i>What could we name this category? What do all of these goods have in common?</i> [food, shoes, clothing, etc.]</p> <p>Write the name of the category on the chart.</p> <p>Continue the process to name each category.</p>
Closing	<p><i>Today we came up with nouns to name groups, and we sorted them into categories. Tomorrow we will work more with these words.</i></p> <p>Note: Keep the chart for use on Day 4.</p>
Standard (Boston)	<p>L.1.5a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>
Ongoing assessment	<p>Do children accurately name goods and represent them with illustrations and words?</p> <p>Do they sort them into clear categories?</p> <p>Do the names of the categories accurately represent the goods in the group?</p>

Notes

WEEK 2 Day 4

Vocabulary & Language

Sorting Nouns into Categories

Weekly Question	What do people need? What do people want?
Language Objective	I can define nouns by category and attribute. (L.1.5b)
Vocabulary	goods: things people buy or own noun: a person, place, thing, or idea category: a group of things that are similar in some way attribute: a quality or characteristic precise: exact; specific
Materials and Preparation	<ul style="list-style-type: none">• <i>Those Shoes</i>, Maribeth Boelts• <i>A Chair for My Mother</i>, Vera B. Williams• Categories chart, from Day 3
Opening	<i>Yesterday you wrote down nouns to name goods and we sorted them into categories. Today we will talk about the attributes of goods in a particular category.</i>
Discussion <i>Those Shoes</i> , page 1	<p><i>When we read <i>Those Shoes</i>, we learned about a good that Jeremy really wanted: shoes. But, we can be even more precise, or specific, about the category we put those shoes in. What kind of shoes are they?</i></p> <p><i>[If children say “sneakers”] Yes, they are sneakers, and they are even a particular type of sneakers. Do you know what that type of sneaker is called? [high-tops]</i></p> <p><i>So, the shoes in this book are part of the category “shoes,” but they are also, more precisely, “sneakers,” and, even more precisely, “high-tops.”</i></p>

<p><i>A Chair for My Mother</i> page 7</p>	<p><i>Let's take a look at another good we've been reading about: the chair in A Chair for My Mother.</i></p> <p><i>This is a chair, but it is a particular type of chair. What type of chair is it? [armchair]</i></p> <p><i>An armchair is a chair that has arms on it where you can rest your own arms!</i></p>
	<p><i>We looked at two goods that fit into categories but that we can name them even more precisely by including their attributes. Let's look at one of our categories to see if there are any goods that we can name more precisely.</i></p> <p>Choose one category. With the children, more precisely name each good or noun within that category. Sub-categories may emerge. For example, "shirt" can be in the category "clothing" and be named more precisely as "t-shirt."]</p>
<p>Closing</p>	<p><i>Today we categorized nouns more precisely by discussing their attributes.</i></p>
<p>Standards (Boston)</p>	<p>L.1.5a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>L.1.5b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p>
<p>Ongoing assessment</p>	<p>Do children identify attributes that help them name goods more precisely? What are their confusions?</p> <p>Notice how children participate in turn taking. Consider using Equity Sticks or another talk protocol to ensure that all children have opportunities to volunteer ideas.</p>

Notes

WEEK 2 Day 5

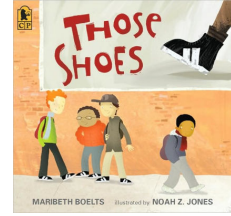
Vocabulary & Language

Carousel Brainstorm

Weekly Question	What do people need? What do people want?
Language Objective	I can talk with my classmates about important vocabulary from our unit texts and big ideas. (SL.1.1)
Vocabulary	need: something that a person requires in order to be healthy, comfortable, and successful want: something that a person would like to have choice: making a decision about one thing when there are two or more possibilities save: to put money aside to use in the future spend: to use money to pay for something sell: to offer something in exchange for money
Materials and Preparation	<ul style="list-style-type: none">● chart paper, 4 pieces, with one of the Weekly Words in the center of each, set out around the classroom● markers, one for each child● timer or stopwatch
Opening	<i>This week as we move through the Carousel Brainstorm, we'll think about our Weekly Words and about the resources that people need and want.</i>
Key Activity	Show the vocabulary cards and review definitions for all of the Weekly Words, highlighting those selected for the Carousel Brainstorm. Talk briefly about some possibilities for recording understanding about one of the words. Direct each group to a particular paper and then begin the timer. Circulate as children work, noting their use and representation of each word.

Closing	In the whole group, share the work from the papers, highlighting different ways of demonstrating word knowledge.
Standards (Boston)	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.
Ongoing assessment	<p>As children work, circulate and take notes on the Carousel Brainstorm Assessment Tool to record children’s understanding, misconception, and use of vocabulary words. Use these to plan for reteaching and reinforcement.</p> <p>Listen to children’s conversations as they circulate. How do children participate?</p> <p>Review each sheet of chart paper. Do children’s drawings and writing reflect an understanding of the vocabulary words?</p>

Notes



WEEK 2 Day 1

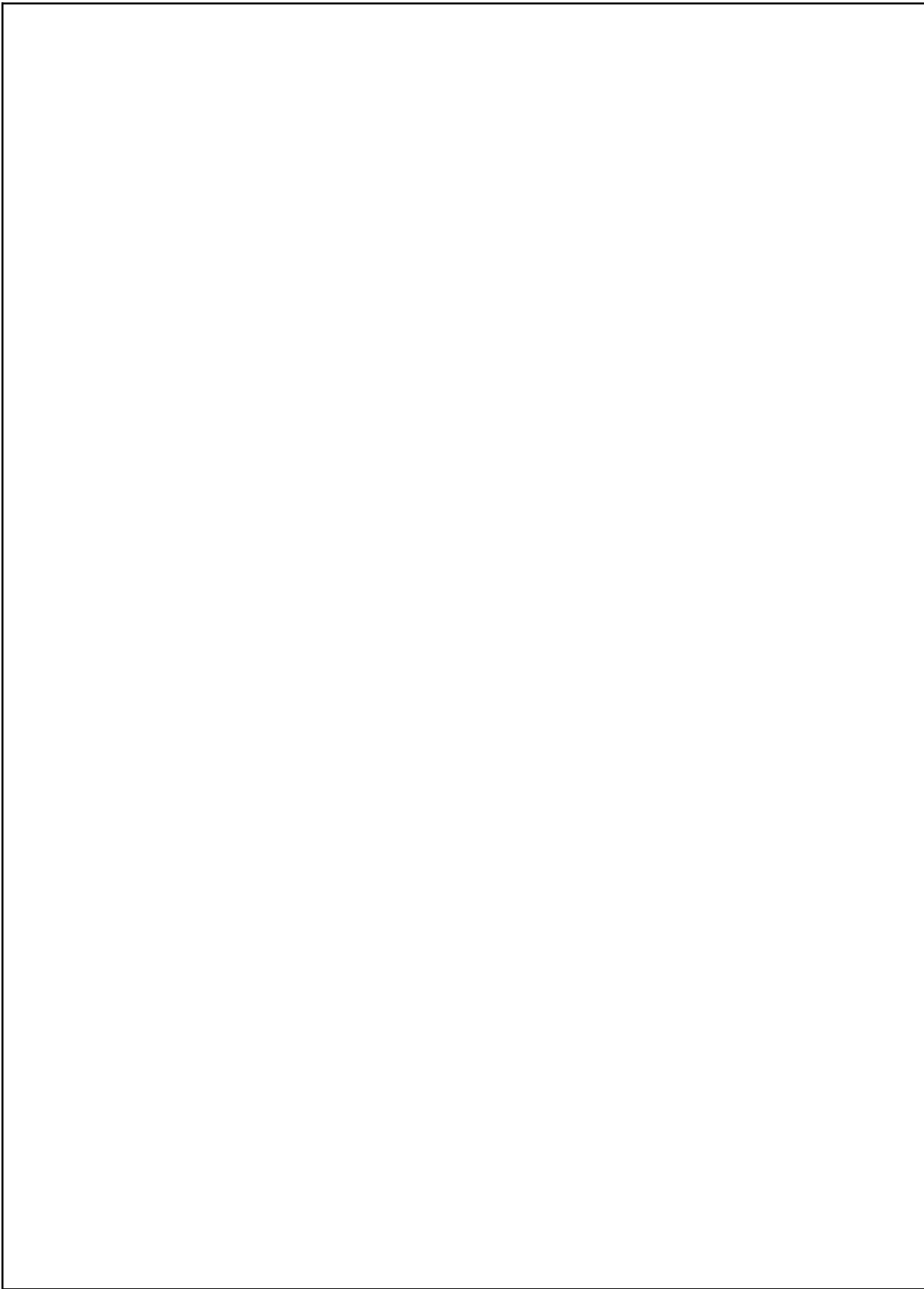
Text Talk
Those Shoes
 Read 1 of 2

Big Idea	People make exchanges to obtain the goods and services they need and want.
Weekly Question	What do people need? What do people want?
Content Objectives	I can use key details in the text to describe a character’s feelings. (RL.1.3) I can retell the major events of a story. (RL 1.2)
Language Objective	I can demonstrate an understanding of nuances in language by explaining how the author describes character actions and feelings. (L.1.5)
Vocabulary	want (v): to wish for something need (v): to require something because it is essential grip: a firm hold, a tight grasp thrift shop: a store selling secondhand clothes and other goods limp: to walk with difficulty, usually because of an injury in the foot or leg
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Those Shoes</i>, Maribeth Boelts Pre-mark page numbers in the book to correspond with the lesson. Page 2 is the page that begins, “I have dreams about those shoes.” ● chart paper Prepare the Weekly Question Chart with the questions: What do people need? What do people want? <p>On the whiteboard, write: What happened in the story? What is Jeremy feeling?</p>

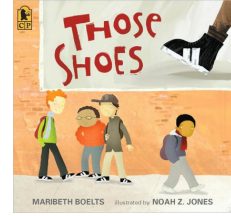
<p>Opening 1 minute</p>	<p><i>Today we will read Those Shoes by Maribeth Boelts. In this story, a boy and his grandmother think about buying special shoes.</i></p> <p>Set a purpose for reading. <i>As we read today we'll pay close attention to how the author describes Jeremy's feelings, then we'll retell the major events of the story.</i></p>
<p>Text and Discussion 16 minutes</p> <p>page 4</p>	<p>Check for understanding of key concepts. <i>What does Grandma mean when she says "There's no room for 'want' around here - just 'need'"?</i></p>
<p>page 6</p>	<p><i>How is Jeremy feeling? How do you know?</i></p>
<p>page 10</p>	<p>Think, Pair, Share. <i>How does Jeremy feel about the Mr. Alfrey shoes? How do you know?</i></p> <p><i>Why does Jeremy have a tight grip on his pencil? What does that tell us about his feelings?</i></p>
<p>page 12</p>	<p><i>What does it mean that Grandma "sits down heavy?" How is she feeling?</i></p>
<p>page 13</p>	<p><i>A thrift shop is a store that sells goods that have already been used by someone else.</i></p>
<p>page 18</p>	<p><i>Wow, Jeremy <u>really</u> wants those shoes! He's even willing to limp in them. Thumbs up if you ever wanted something so much.</i></p>
<p>page 23</p>	<p><i>What does Jeremy mean by "I'm not going to do it?" What do you think he's thinking about?</i></p>
<p>Key Discussion 7 minutes</p>	<p>Think, Pair, Share.</p> <p>Prompt 1: <i>What was Jeremy feeling at the end of the story? How do you know?</i></p> <p>Prompt 2: <i>Retell the story with your partner taking turns telling the important events, in order. Partner A tells the first part, then Partner B tells the next part, then Partner A tells some... until you've told all the important events in the story.</i></p> <p>Pay close attention to children's retelling to inform the second read of the text in the following lesson.</p>

<p>Weekly Question Chart 1 minute</p>	<p>Introduce the Weekly Question chart. <i>Throughout this week, we will be exploring the questions: What do people need? What do people want? We can record our ideas here.</i></p> <p><i>In this text, we read that people need some kind of shoe to walk around and play, but people might want special kinds of shoes because they like them best. Let's write, People need shoes, but some people want certain kinds of shoes based on what they like.</i></p> <p><i>We can add more to our chart during the week.</i></p>
<p>Closing 1 minute</p>	<p><i>Jeremy had so many feelings in this story! Tomorrow we'll think about how Jeremy's character changed. We'll also discuss the story's message about needs and wants.</i></p>
<p>Standards (Boston)</p>	<p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3. Describe characters, settings, and major events in a story, using key details. L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p>
<p>Ongoing assessment</p>	<p>Listen to children's responses during whole group conversation and Think, Pair, Share. Can children retell the key events of the story? How do children describe Jeremy's feelings?</p>

Notes



Text Talk U3 W2 D1



WEEK 2 Day 2

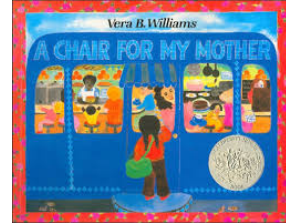
Text Talk
Those Shoes
 Read 2 of 2

Big Idea	People make exchanges to obtain the goods and services they need and want.
Weekly Question	What do people need? What do people want?
Content Objectives	I can use key details to describe how the character changes. (RL.1.3) I can determine the central message of a story. (RL.1.2)
Language Objective	I can use comparison conjunctions and descriptive adjectives to describe how the character’s feelings change in the story. (L.1.1g)
SEL Objectives	I can track how a character’s feelings change in a story. (SR 1.2) I can notice positive and negative ways of responding to problems with peers through story events. (SR 3.1)
Vocabulary	need: something that a person requires in order to be healthy, comfortable, and successful want: something that a person would like to have
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Those Shoes</i>, Maribeth Boelts ● <i>Those Shoes</i> slides ● projector and screen Prepare to project page 29 (slide 18, left page). Alternately, write the text from this page on a chart to use for shared reading. On the whiteboard, prepare the following chart.

	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">How does Jeremy change in the story?</td> </tr> <tr> <td style="text-align: center;">How does he feel in the beginning?</td> </tr> <tr> <td style="text-align: center;">How does he feel in the middle?</td> </tr> <tr> <td style="text-align: center;">How does he feel in the end?</td> </tr> </table> <p>In another place on the whiteboard, write: What is the author’s message?</p>	How does Jeremy change in the story?	How does he feel in the beginning?	How does he feel in the middle?	How does he feel in the end?
How does Jeremy change in the story?					
How does he feel in the beginning?					
How does he feel in the middle?					
How does he feel in the end?					
<p>Opening 1 minute</p>	<p><i>Today we will read Those Shoes by Maribeth Boelts again.</i></p> <p>Set a purpose for reading. <i>Yesterday we noticed that Jeremy had a lot of big feelings. Today we’ll keep track of how Jeremy changed over the course of the story. Then, we’ll determine the message the author wants to convey by telling this story.</i></p>				
<p>Text and Discussion 16 minutes page 5</p>	<p><i>Why does everyone want those shoes? How do you know?</i></p>				
<p>page 10</p>	<p><i>We stopped here yesterday to think about how Jeremy is feeling. Let’s record his feelings on our chart.</i> Elicit children’s ideas and record in the “beginning” section of the chart.</p> <p><i>Why is Jeremy feeling that way? How are his classmates acting?</i></p>				
<p>page 18</p>	<p>Add to the “beginning” part of the chart. <i>What is Jeremy feeling at the thrift shop? How do you know?</i></p>				
<p>page 23</p>	<p><i>What are Antonio’s needs and wants?</i></p> <p>Add to the “middle” part of the chart. <i>What is Jeremy feeling now? How do you know? Let’s add to our chart to see how his feelings are starting to change.</i></p>				
<p>page 29</p>	<p>Refer to the projected or transcribed text.</p>				

	<p><i>This page is especially important.</i> Read the page aloud. Then invite children to read chorally.</p> <p><i>Why does Jeremy feel happy when he looks at Antonio’s face? Why does he feel mad when he looks at his Mr. Alfrey shoes?</i> Add key ideas from children to the “middle” section of the chart.</p>
Page 31	<p>Add to the “ending” part of the chart. <i>How is Jeremy feeling now at the end of the story? How do you know? Let’s record his feelings on our chart.</i></p> <p><i>Why was Jeremy feeling that way?</i></p>
Key Discussion 7 minutes	<p>Think, Pair, Share. Prompt 1: <i>How did Jeremy change in this story? You can use our chart to help you.</i></p> <p>Prompt 2: <i>What were Jeremy’s needs and wants in the story?</i></p> <p>Gather children for a whole group discussion. <i>What is the author trying to tell us about needs and wants? What’s her message? [sometimes we want something but someone else needs it]</i></p>
Closing 1 minute	<p><i>Today we did some close reading to understand the message in the story.</i></p>
Standards (Boston)	<p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3. Describe characters, settings, and major events in a story, using key details.</p> <p>L.1.1g. Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.</p> <p>SR 1.2. Demonstrate an understanding of thoughts, feelings, behavior and perspectives of oneself and others.</p> <p>SR 3.1. Recognize positive indicators of healthy relationships and problem-solving strategies when faced with peer pressure and conflict. Develop voice and advocate for one’s beliefs.</p>
Ongoing assessment	<p>Listen carefully to the choral reading. Do children read with appropriate expression and phasing?</p> <p>Listen to children’s responses during whole group conversation and Think, Pair, Share. Are children able to use key details to describe how the character changes?</p>

WEEK 2 Day 3



Text Talk
A Chair for My Mother
 Read 1 of 3

Big Ideas	<p>People make exchanges to obtain the goods and services they need and want.</p> <p>People make choices as consumers.</p>
Weekly Questions	What do people need? What do people want?
Content Objective	I can describe the major events of a story. (RL 1.3)
Language Objective	I can use simple and compound sentences to answer questions about key details in a collaborative discussion. (SL.1.2, L.1.1a)
Vocabulary	<p>change: coins</p> <p>tip: extra money given to someone who has offered a service</p> <p>bargain: a good that is offered at a price lower than expected</p> <p>savings: money someone has set aside, that is not available for spending</p> <p>velvet: a kind of fabric or cloth that is extra soft on one side</p> <p>spoiled: harmed or ruined</p> <p>charcoal: burned wood</p> <p>ashes: gray powder that is left when something has burned</p> <p>bank: a company that keeps, lends, and pays out money that people deposit</p> <p>delivered: brought from one place to another</p>
Materials and Preparation	<ul style="list-style-type: none"> • <i>A Chair for My Mother</i>, Vera B. Williams <p>Pre-mark page numbers in the book to correspond with the lesson. Page 2 is the page that begins, “My mother works as a waitress...”</p>

- sticky notes
 - markers
- As children gather for the lesson, have each child write her/his name on one sticky note. Children will hold onto these until needed in the lesson (page 8).
- chart paper
- Prepare the following debate chart. Allow sufficient spaces for sticky notes below “Need” and “Want” and then for writing children’s reasons below (on Day 5).

Is the chair in <u>A Chair for My Mother</u> a need or a want?	
Need	Want
[names]	[names]

On the whiteboard, write:
 Why did the girl, her mama, and grandma start putting money into a jar?
 What happened in the story after they filled up the jar?

Opening
1 minute

For now, you’ll hold your sticky note in your lap; we’ll put them on this chart in a few minutes. [Refer to debate chart]

Set a purpose for reading.
Today we’ll read A Chair for My Mother by Vera B. Williams. We’ll read to understand what happens, and we’ll describe the most important events. As I start reading, pay attention to who is telling the story.

Text and Discussion
16 minutes

Who is telling the story?

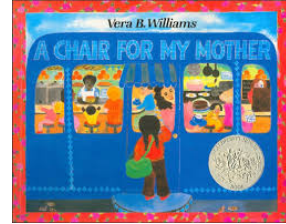
page 2

page 4	<p><i>We know that her mother works as a waitress. Customers leave a waiter or waitress tips—extra money—for the service they give. The tips might be dollars or coins. The word change has different meanings. Here, it means coins, instead of paper dollars. The “change from tips” means the coins from the tips she collects. She probably puts the dollars someplace else, to use for purchases the family needs to make.</i></p>
page 6	<p>Read the sentence that begins “Whenever she gets...” twice. <i>What does this sentence mean?</i> As needed, define the words bargain and savings.</p>
page 8	<p><i>We just started getting to know this family. Do you think that a new chair is a need or want for them?</i></p> <p>Invite children to place their sticky note names on the Debate chart under the “Need” or “Want” column, according to their opinions.</p> <p>Once all the names are on the chart, invite a few children to share their reasons for saying the chair is a need or want. <i>After we finish reading the book you’ll see if you still have the same opinion! Let’s keep reading to understand why a new chair is important to this family.</i></p>
page 10	<p><i>What is happening now? When does this take place?</i></p> <p><i>What clues on this page and the previous page let you know that this part of the story is happening at a different time?</i></p>
Page 16	<p>Think, Pair, Share. <i>We just learned about a really important event that happened to this family. With your partner, retell what happened over the last few pages.</i></p> <p>Display the relevant pages of text (pages 10-16) to support children’s conversations.</p>
page 18	<p><i>What clues on this page now let you know that time has shifted again in the story?</i></p> <p><i>Why does mama bring home the biggest jar?</i></p> <p><i>Let’s keep reading to see what they do with this heavy jar of money.</i> Read to the end of the story with minimal stopping.</p>
Key Discussion 7 minutes	<p>Think, Pair, Share. Refer to the whiteboard.</p> <p>Prompt 1: <i>Why did the girl, her mama and grandma start putting money into a jar?</i></p>

	<p>Prompt 2: <i>What happened in the story after they filled up the jar?</i></p> <p><i>Now that we've read the whole story, does anyone who thought the chair was a "want" now think it's a "need?" Does anyone who thought the chair is a "need" now think it's a "want?"</i></p> <p>Invite children to move their sticky notes if desired. As they do, ask them for evidence from the story that changed their thinking. (This conversation will continue in more depth on Day 5.)</p>
<p>Closing 1 minute</p>	<p><i>Tomorrow we'll read this story again and then the next day we'll have a class debate about whether the chair is a need or want! You'll have an opportunity to try to convince your classmates about why you think the chair is a need or want, and then you'll write an argument to communicate your opinion.</i></p>
<p>Standards (Boston)</p>	<p>RL.1.1. Ask and answer questions about key details in a text. RL.1.3. Describe characters, settings, and major events in a story, using key details. RL.1.6. Identify who is telling the story at various points in a text. SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. L.1.1a. Produce and expand simple and compound sentences. Economics 25. Give examples of choices people have to make about buying goods and services (e.g., food for the family or a video game; bus fare to get to work or a movie ticket for entertainment) and why they have to make choices (e.g., because they have only enough money for one purchase, not two).</p>
<p>Ongoing assessment</p>	<p>Listen to children's responses during whole group conversation and Think, Pair, Share.</p> <ul style="list-style-type: none"> Do children use key details when answering questions about the story? How do children describe the major events of the story? Do children demonstrate a deepening understanding of needs and wants?

Notes

WEEK 2 Day 4



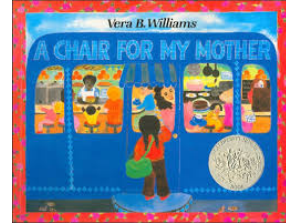
Text Talk
A Chair for My Mother
 Read 2 of 3

Big Ideas	<p>People make exchanges to obtain the goods and services they need and want.</p> <p>People make choices as consumers.</p>
Weekly Questions	What do people need? What do people want?
Content Objective	I can use key details from the text to explain why the chair is important to the main characters. (RL.1.1, RL.1.3)
Language Objective	I can use simple and compound sentences to answer questions about key details in a collaborative discussion. (SL.1.2, L.1.1a)
Vocabulary	<p>change: coins</p> <p>tip: extra money given to someone who has offered a service</p> <p>bargain: a good that is offered at a price lower than expected</p> <p>savings: money someone has set aside, that is not available for spending</p> <p>velvet: a kind of fabric or cloth that is extra soft on one side</p> <p>spoiled: harmed or ruined</p> <p>charcoal: burned wood</p> <p>ashes: gray powder that is left when something has burned</p> <p>bank: a company that keeps, lends, and pays out money that people deposit</p> <p>delivered: brought from one place to another</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>A Chair for My Mother</i>, Vera B. Williams ● text excerpt, one copy for each child ● Sentence Frames for Discussion

	<p>On the whiteboard, write: Why is the chair important to each character in the story? The chair is important to _____, because in the section _____ it says _____.</p>
<p>Opening 1 minute</p>	<p>Set a purpose for reading. <i>Today we will read A Chair for My Mother again. This time we'll pay close attention to the details in the text that help us understand why the chair is so important to people in the family. We'll read some of the key details as a shared reading, and then we'll discuss what we think.</i></p>
<p>Text and Discussion 16 minutes</p> <p>page 8</p>	<p><i>What does velvet feel like?</i></p>
<p>page 10</p>	<p><i>The child and her mother are coming home from buying shoes. What does that tell us about what their life was like before the fire happened?</i></p>
<p>page 18</p>	<p>Read the first paragraph twice.</p> <p><i>Mama says, "There's no good place for me to take a load off my feet." What does she mean by this?</i></p> <p><i>How are the characters uncomfortable without a chair or sofa?</i></p> <p>Remind children to use key details from the text to support their ideas.</p> <p>Think, Pair, Share. <i>Why did the author include the details about the jar in this paragraph?</i></p>
<p>Page 26</p>	<p>Distribute a copy of the excerpt to each child for close reading.</p> <p>Read the page aloud once. Then invite children to read chorally or with echo reading.</p>
<p>Key Discussion 7 minutes</p>	<p>Think, Pair, Share. <i>Why is the chair important to each character in the story? Use the details from the excerpt to support your ideas. You can say, "The chair is important to _____, because in section _____ it says _____."</i></p> <p>As children share in the whole group, refer to the Sentence Frames for Discussion. Encourage children to refer to relevant evidence in a particular</p>

	<p>section of text. For example, “I heard you say that the chair is important to the girl because she can fall asleep on her mother’s lap. What section of the text has some evidence to support that idea?”</p>
<p>Closing 1 minute</p>	<p><i>Now that we’ve read closely to understand why the chair is so important to the characters, we’ll read to have our class debate tomorrow about whether the chair is a need or a want.</i></p>
<p>Standards (Boston)</p>	<p>RL.1.1. Ask and answer questions about key details in a text. RL.1.3. Describe characters, settings, and major events in a story, using key details. SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. L.1.1a. Produce and expand simple and compound sentences.</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during whole group conversation and Think, Pair, Share.</p> <ul style="list-style-type: none"> Can children use key details when answering questions about the story? How do children describe the way the events unfold over the course of the story? Do children demonstrate a deepening understanding of needs and wants?

Notes



Text Talk
A Chair for My Mother
 Read 3 of 3

Big Ideas	<p>People make exchanges to obtain the goods and services they need and want.</p> <p>People make choices as consumers.</p>
Weekly Questions	What do people need? What do people want?
Content Objective	I can communicate reasons to support an argument about a text. (W.1.1)
Language Objective	I can follow agreed-upon rules for debate. (SL.1.1a)
Vocabulary	<p>change: coins</p> <p>tip: extra money given to someone who has offered a service</p> <p>bargain: a good that is offered at a price lower than expected</p> <p>savings: money someone has set aside, that is not available for spending</p> <p>velvet: a kind of fabric or cloth that is extra soft on one side</p> <p>spoiled: harmed or ruined</p> <p>charcoal: burned wood</p> <p>ashes: gray powder that is left when something has burned</p> <p>bank: a company that keeps, lends, and pays out money that people deposit</p> <p>delivered: brought from one place to another</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>A Chair for My Mother</i>, Vera B. Williams ● text excerpt, one copy for each child ● Sentence Frames for Discussion

	<ul style="list-style-type: none"> ● debate chart from Day 3 (Read 1) ● <i>A Chair for My Mother</i> reading response sheets ● writing tools <p>On the whiteboard, write: Is the chair a need or a want? Give reasons to support your argument. I think the chair is a _____ because _____.</p>
<p>Opening 1 minute</p>	<p><i>Today we will have a debate about whether the chair in A Chair for My Mother is a need or a want. You have already thought about this. Today you'll have a chance to explain your thinking.</i></p> <p>Set a purpose for reading. <i>After we re-read the excerpt we read yesterday, we'll revisit our debate chart. If you thought that the chair is a want, you'll try to convince your classmates who chose "need" to move their name by giving a strong argument. People that chose "need" will try to convince "want" classmates to move their names the other way. Then, you'll have a chance to write your final opinion.</i></p>
<p>Shared Reading 2 minutes</p>	<p>Read the text chorally. <i>This helps us remember how the family used the chair.</i></p>
<p>Key Discussion and Reading Response 17 minutes</p>	<p>Display the debate chart. <i>Notice where you put your name before. If you'd like to change it now, you may.</i> and invite children to silently move their names before beginning the debate.</p> <p><i>As we begin our debate, think about reasons and evidence from the text to convince your classmates who have a different opinion. Remember to use our Agree and Disagree sentences and the sentence frame on the whiteboard: I think the chair is a _____ because _____.</i></p> <p>As children argue their opinions, record clearly stated reasons in each column on the chart.</p> <p>Close the debate when all children have had an opportunity to speak. <i>If you were convinced to move your name to a different column, silently come do so now.</i></p> <p>Send children to seats with reading response sheets. <i>Now you will have a chance to communicate your argument in writing. We have several reasons on our chart and you may think of</i></p>

	<p>others. Write a written response to the prompt on the board. Remember to start with the sentence frame, "I think the chair is a _____ (want or need) because _____."</p>
<p>Closing 1 minute</p>	<p><i>I can't wait to read your arguments!</i></p>
<p>Weekly Question Chart 5 minutes</p>	<p>Refer to the Weekly Question Chart. <i>This week we have been thinking about this question: What do people need? What do people want?</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: people need clothing, shelter, food; people want clothing that has a style they prefer, etc.</p> <p>Save this chart for use in Week 5.</p>
<p>Standards (Boston)</p>	<p>W.1.1. Write opinion pieces that introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>SL.1.1a. 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>Economics 25. Give examples of choices people have to make about buying goods and services (e.g., food for the family or a video game; bus fare to get to work or a movie ticket for entertainment) and why they have to make choices (e.g., because they have only enough money for one purchase, not two).</p>
<p>Ongoing assessment</p>	<p>Listen to children's responses during whole group conversation and Think, Pair, Share.</p> <p>Do children orally communicate an opinion about the text? Do children provide reasons to support their argument, and are the reasons aligned with evidence from the text? Do children build on the ideas of their peers?</p> <p>Review children's writing.</p> <p>Do children clearly state an opinion about the text? Do children provide reasons to support their argument, and are the reasons aligned with evidence from the text? How do children use both drawing and writing to communicate their ideas?</p>

Notes



Text Talk U3 W2 D5

Excerpt from *A Chair for My Mother*, Vera B. Williams (page 28)

1	We set the chair right beside the window with the red and white curtains. Grandma and Mama and I all sat in it while Aunt Ida took our picture.
2	Now Grandma sits in it and talks with people going by in the daytime.
3	Mama sits down and watches the news on TV when she comes home from her job.
4	After supper I sit with her and she can reach right up and turn out the light if I fall asleep in her lap.

Name: _____ Date: _____

Is the chair in *A Chair for My Mother* a want or a need? Give reasons for your argument.

Text Talk U3 W2 D5

Unit 3: Resources in Our Communities

WEEK 2

Stations

Station	Activities	Materials Writing tools at each station
Shared Reading	“Giving Thanks”	<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"> ● “Giving Thanks” child copies ● individual book bags ● pencils
Listening & Speaking	Talk, Draw, Talk	<ul style="list-style-type: none"> ● Week 2 image (shopping for plants) ● Week 2 prompt and recording sheet ● sand timers ● drawing tools
	Listen and Respond: <i>Those Shoes</i>	<ul style="list-style-type: none"> ● audio recording and technology ● <i>Those Shoes</i> book ● <i>Those Shoes</i> conversation prompts
Vocabulary	Draw for Meaning <i>goods, service, shop, consumer, producer, buy</i>	<ul style="list-style-type: none"> ● Week 1 Weekly Words cards ● Draw for Meaning sheets
Science Literacy	How do plants help produce new plants? Filling in weather calendar	<ul style="list-style-type: none"> ● Week 2 prompt, printed as stickers or copied and cut apart, with glue sticks ● science journals ● colored pencils and pencils
Word Work (align with phonics program)	Fluent Reader’s Challenge	<ul style="list-style-type: none"> ● Week 2 Fluent Reader’s Challenge sheets ● sand timers ● Fluent Reader’s Challenge directions card
	Say It, Build It, Write it	<ul style="list-style-type: none"> ● Week 2 Say It, Build It, Write It sheets ● letter tiles ● Say It, Build It, Write It directions card
	Sentences	<ul style="list-style-type: none"> ● Week 2 Sentences sheets ● scissors

Stations U3 W2

		<ul style="list-style-type: none">● Sentences directions card
	Make New Words	<ul style="list-style-type: none">● Week 2 Make New Words sheets● scissors● Make New Words directions card

Name: _____

Giving Thanks

By Beres Hammond

Right now, I'm taking it easy,
Check my steps, I'm not in a hurry,
Soon I'll have the things that I need so bad.

Morning sun rising behind me,
Stars at night come out to remind me,
To give thanks for all of the things that I have.
All is well, I've got my health and in such good shape,
Pocket's broke and I've got nothing
waiting for that break.

So I'm giving thanks now
Yes I'm giving thanks, for all I've got,
I'm giving thanks, whether or not,
I'm giving thanks for the life in me
I'm giving thanks now.

Shared Reading U3 W2

WEEK 2

Shared Reading
“Giving Thanks”

Weekly Question	What do people need? What do people want?
Materials and Preparation	<ul style="list-style-type: none"> ● chart paper and markers Write out the song for whole group reading. ● “Giving Thanks” slides ● pointer ● highlighter tape (optional) ● recording of Giving Thanks, for reference (use audio only) (https://www.youtube.com/watch?v=vNzhI94ao9Y)
Opening 1 minute	<p><i>Our Shared Reading text this week is a song called “Giving Thanks” written by Beres Hammand.</i></p> <p><i>Before we read and sing the song we’ll do some work with letters and sounds.</i></p>
Phonological Awareness 6 minutes	<p>Review r-controlled vowels using the Foundations r-controlled vowel poster.</p> <p>Substitute medial vowels.</p> <p><i>I’m going to say a word, then we’ll change some sounds to make a new word.</i></p> <p><i>The first word is “star.” Invite children to echo the word. What r-controlled vowel do you hear in that word?</i></p> <p><i>Now let’s change the word. The new word is “store.” What sounds changed in the word? What sounds stayed the same? What consonant blend was in both words?</i></p> <p>Blend sounds to make a word.</p> <p><i>We are going to blend sounds together to make a word that we’ll see in our text.</i></p>

	<p><i>Listen to these sounds: /b/.../r/.../ā/...k. Say and tap the sounds. How many sounds do you hear? What’s the word? What consonant blend do you hear?</i></p> <p>Determine syllables. <i>How many syllables do you hear in the word “morning?” Let’s say it and feel the chin drops. Now say it and clap the word, then show me on your fingers the number of syllables. What r-controlled vowel sound do you hear in the word?</i></p>
<p>Shared Reading 12 minutes</p>	<p>Listen to the first minute of the song to get the tune.</p> <p>Model singing the full song while tracking the print, then invite children to echo read the song line by line. Chorally read the full song once before chorally singing it.</p> <p>Support comprehension of the second stanza. <i>What does the song writer mean by “All is well, I've got my health and in such good shape, pocket's broke and I've got nothing, waiting for that break.”</i></p> <p>Connect the poem to unit content. <i>This week we are exploring the difference between needs and wants. What do you think “Giving Thanks” has to do with needs and wants?</i></p> <p><i>We’ll read some books this week that will help us understand needs and wants. Let’s come back to the message in this song at the end of the week.</i></p> <p>Identify high frequency words. <i>What high frequency words do you see in this poem?</i></p> <p>Identify target letter-sound relationships. <i>What consonant blends do you see?</i> <i>What digraphs do you see?</i> <i>What word has a digraph blend?</i></p> <p>Continue to echo or chorally sing the song for fluency practice. Because the song is mostly not decodable, it is important to support children with repeated shared readings.</p>
<p>Closing 1 minute</p>	<p><i>You will continue to practice reading and singing “Giving Thanks” in the Reading Station.</i></p>

Standards	<p>RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.2b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>RF.1.2c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>RF.1.2d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.3b. Decode regularly spelled one-syllable words.</p> <p>RF.1.4b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>
Ongoing Assessment	<p>Listen to children as they respond to questions and discussion prompts.</p> <ul style="list-style-type: none"> Do children blend phonemes? Do children identify syllables? Do children identify r-controlled vowels? <p>Listen to children chorally read and sing.</p> <ul style="list-style-type: none"> Do children read and sing with appropriate phrasing and expression?
Daily Practice	<p>To reinforce fluency with this text, find five minutes each day for choral or paired reading.</p> <p>Possible extension in small or whole group:</p> <ul style="list-style-type: none"> ● Children take dictation on whiteboards or use letter tiles to build single syllable words with consonant blends and digraph consonant blends.

Notes



Shared Reading U3 W2

Name: _____

Fluent Reader's Challenge

Jill will munch on **her** plum.
Bob went **over to the** ranch.
Jan got **the** drill **for her** dad.
She fell **over the** wet bench
Trot up **to the** flag **over there!**
I had **a** pinch on **my** leg.
Beth **has her** pink silk dress.
Get **your** trash **to the** dump.
We will hunt **for your** lost raft.
Should Stan lift that big pump?



Minutes:

Skills:

Recognize and read grade-appropriate irregularly spelled words.
Read with sufficient accuracy and fluency to support comprehension.

Name: _____

Say It	Build It	Write It
her		<hr/> <hr/> <hr/>
number		<hr/> <hr/> <hr/>
over		<hr/> <hr/> <hr/>
should		<hr/> <hr/> <hr/>
would		<hr/> <hr/> <hr/>

Say It	Build It	Write It
--------	----------	----------

could		<hr/> <hr style="border-top: 1px dashed;"/> <hr/>
your		<hr/> <hr style="border-top: 1px dashed;"/> <hr/>
they		<hr/> <hr style="border-top: 1px dashed;"/> <hr/>

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

Sentences

sentence 1

have

I

six

the

number

sentence 2

you

come

can

over

when

sentence 3

try

you

do

to

some

should

Name: _____

Sentences

On the lines below, write each sentence you built. Add capital letters and punctuation.

1.

2.

3.

Skills: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Name: _____

Make New Words

Cut the cards apart. Read the sounds from each card.
Put the cards together to make new words. Write the new words.

br + ick	brick

Skills:
Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

Make New Words Cards



br ab



sk ick



sn amp



sm ap



tr ock



cr all



bl uck

Talk, Draw, Talk Week 2



<https://dissolve.com/stock-photo/Mid-adult-woman-buying-plants-garden-royalty-free-image/101-D1061-26-154>



<https://dissolve.com/stock-photo/Mid-adult-woman-buying-plants-garden-royalty-free-image/101-D1061-26-154>

Listening & Speaking U3 W2.1

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

Name: _____

Talk Draw Talk

Look carefully at the image. Talk with your partner about why you think the consumer is buying that kind of goods. Does she need it? Does she want it? After you talk, draw an image of a good your family bought recently. Then talk with your partner about your drawings.



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

Question 1

What decisions does Jeremy's grandmother make about his shoes?

Those Shoes

Question 2

What evidence can we find that tells us that Antonio and Jeremy are good friends?

Those Shoes

WEEK 2 Lesson 1

Science and Engineering: Rooting Stem Plantings

S & E Big Ideas	Plants can produce new plants in many ways. Plants have different structures that function to help them survive.
S & E Guiding Question	Do plants only grow from seeds?
Content Objective	I can ask questions to get more information about a plant I am growing. (1-LS1-1, 1-LS3-1)
Language Objective	I can have a conversation with my classmates about the plants we are learning about and our method of growing new plants. (SL.1.1)
Vocabulary	node: the place on stems where leaves, twigs, and roots grow cutting: the pieces of stems from an old plant that are used to make new plants eye: The part of a potato that sprouts a new plant
Materials and Preparation	<ul style="list-style-type: none"> ● Growing your Own Potato (optional, can be shown at the end of the lesson) ● Green onion, left whole ● Green onion Only the bottom portion clipped off and saved (white end with roots on them), 1 for each small group This can be cut ahead of time, or children can do this in their small group. ● hand lenses ● plastic cups, 1 per small group ● 1/3 cup of soil, per small group ● water <p>If necessary, pre-assign small groups.</p> <p>The end of a green onion (with little roots growing out of it) can grow</p>

	<p>into a new green onion. Plant the cutting with root end down in some quality potting soil, place it in a sunny window, keep it watered and watch it grow. The green part of the onion will grow back quickly. In less than two weeks it will be tall enough to snip the top off to eat.</p>
<p>Opening 3 minutes</p>	<p><i>Last week, we learned about seeds. What are some things we know about seeds?</i></p> <p>Provide time for 2 responses.</p> <p><i>Today we will learn about another way to grow plants. Some plants can be grown from cuttings. Cuttings are pieces of stems from an old plant used to make new plants. Plants like roses, succulents, herbs, and some vegetables like potatoes can all be grown from cuttings.</i></p>
<p>Investigation and Discussion 25 minutes</p>	<p>Have children sit in their small groups and provide each group with a green onion clipping. Show them a whole green onion. Explain that people eat the green tops. They put them in salads, soups, and as a topping for some foods like a baked potato.</p> <p><i>First let's observe your green onion clipping. What do you notice about it? Is it smooth or bumpy?...</i></p> <p><i>Do you know what those little things coming from the bottom of the onion bulb are the roots?</i></p> <p>Distribute the hand lenses. Allow for a couple of minutes for children to carefully examine the onion bulbs. Draw their attention to the roots. Next, distribute the plastic cups with the soil already in the cup. Demonstrate how to safely insert the bulb into the soil in the cup. Once this step is complete, have children add water and store the onions in a sunny spot.</p>
<p>Closing</p>	<p><i>I wonder how the green onion cutting will change over time! Will it grow a new plant?</i></p> <p>The children should check on their onion cuttings once a week. Make sure to check the soil moisture every few days. Optional-show students the potato cutting video to see other ways that vegetables can be grown from cuttings.</p>
<p>Standards</p>	<p>1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like their parents</p> <p>1-LS1-1. Use evidence to explain that (a) different animals use their body parts and senses in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air, and (b) plants have roots, stems, leaves, flowers, and fruits that are used to take in water, air, and other nutrients, and produce food</p>

	<p>for the plant.</p> <p>1-LS3-1. Use information from observations (first-hand and from media) to identify similarities and differences among individual plants or animals of the same kind.</p> <p>Practice 1. Asking questions and defining problems</p> <p>Practice 3. Planning and carrying out investigations</p> <p>SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>
Ongoing assessment	Observe children as they work in their small groups. Are they participating in conversations about the development of the potato cuttings?

Notes



Science and Engineering U3 W2 L1

Week 2 Prompt

<p>How do plants help produce new plants?</p>	<p>Date: _____ Weather: _____ Temperature: _____</p>
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<p>How do plants help produce new plants?</p>	<p>Date: _____ Weather: _____ Temperature: _____</p>
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<p>How do plants help produce new plants?</p>	<p>Date: _____ Weather: _____ Temperature: _____</p>

WEEK 2 Lesson 2

Science and Engineering: Plants Grow and Change

S & E Big Ideas	<p>Plants are living organisms that need water, air, nutrients, light, and space to grow.</p> <p>Plants can produce new plants in many ways.</p> <p>Plants have different structures that function to help them survive. Individuals of the same kind of plant may look similar but also vary in many ways.</p>
S & E Guiding Question	How have our seeds changed?
Content Objective	I can ask questions to get more information about a plant I am growing. (1-LS1-1, 1-LS3-1)
Language Objective	I can have a conversation with my classmates about the plants we are learning about and our method of growing new plants. (SL.1.1)
Vocabulary	<p>root: a part of a plant that grows in soil</p> <p>leaf: a structure on a plant that is usually green and makes food from sunlight</p> <p>germinate: when a seed (or spore) starts to grow</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Mystery Science video: How Do Flowers Bloom in the Spring? ● root developed bag bean plants (from Week 1, Lesson 3) ● Seed Observation Journal, one for each child (from Week 1, Lesson 3) ● 6 inch ruler, one for each child or small group (from Week 1, Lesson 3) ● 1 cup measuring cup ● 1 tablespoon measuring spoon ● potting soil ● Needs of Plants sheet, one per child

Science and Engineering U3 W2 L2

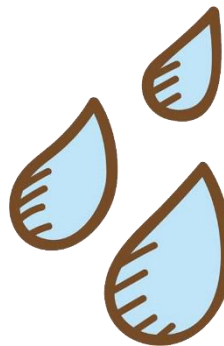
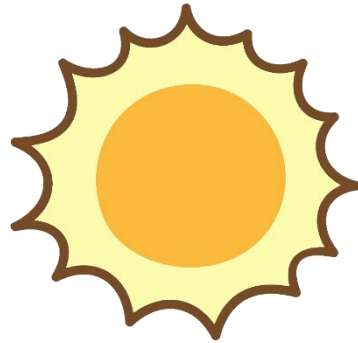
Opening 3 minutes	<p><i>Today we will give our seeds some nutrients. Like people, plants need minerals to be healthy. What could we add to our seed bags that would give our seedlings some nutrients?... Soil helps plants get the nutrients it needs to grow. What else should we add to our terrarium bags to help the plants grow?...That is right! Plants need water and sunlight to make the food they need to grow.</i></p> <p>Show Mystery Science: How do flowers bloom in the spring? This video will discuss what plants need to live and grow.</p>
Investigation 20 minutes	<p>Have children make observations of their bean plants from last week. If there is visible growth, have children carefully measure it. Note any changes the bean has undergone in the journal.</p> <p>If roots have sprouted, add about 1 cup of potting soil to the Ziploc bag. Carefully place the bean, root side down, into the soil. The bean should be in the soil, but not too deep. Add more soil if needed. Add enough water to the bag to moisten the soil but not flood it (2-3 Tbs). Have the children slightly inflate the bag by adding a puff of their breath into the bag.</p> <p>Tape the baggies in the window that gets the most sunlight. The bean plants will begin to germinate in the bag and grow stems and leaves.</p>
Discussion 5 minutes	In pairs, children complete the Plant Needs sheet.
Closing 2 minutes	<p><i>How are people and plants similar in what we need?</i></p> <p>With the children, establish a regular schedule to monitor plant growth.</p>
Standards	<p>1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like their parents</p> <p>1-LS1-1. Use evidence to explain that (a) different animals use their body parts and senses in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air, and (b) plants have roots, stems, leaves, flowers, and fruits that are used to take in water, air, and other nutrients, and produce food for the plant.</p>
Ongoing assessment	Observe children as they work in their small groups. Are they participating in conversations about the development of the potato cuttings?

Needs of plants

Grade 1 Science Worksheet

In each box, write what the plant needs.

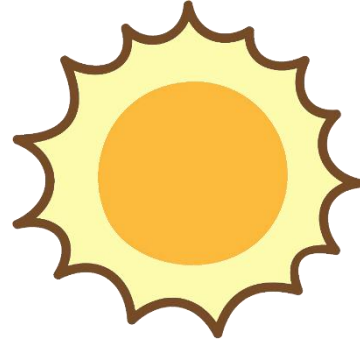
*Plants need sun, soil,
air, and water
to grow.*



Answers



air



sun



soil



water

WEEK 2 Studios







What do people need? What do people want?


Activities continue from the previous week, with opportunities for extension.
 Children write book reviews of the new, Unit 3 books.
 At the Science and Engineering Studio children observe and make predictions about the growth of plant cuttings.


<p>Big Ideas</p>	<p>People make exchanges to obtain the goods and services they need and want.</p> <p>People make choices as consumers.</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● Studios prompts, cut apart and added to each bin ● Studios Planner ● observation sheets <p><u>For the Drama Studio:</u></p> <ul style="list-style-type: none"> ● Playing Store Scripts, Week 2 ● Beautiful Stuff and other materials for props <p><u>For the Library Studio:</u></p> <ul style="list-style-type: none"> ● a variety of books, including all Unit 3 books ● Book Review sheets, as used in Units 1 and 2 ● clipboards ● writing tools <p><u>For the Science and Engineering Studio:</u></p> <ul style="list-style-type: none"> ● potato cuttings from lessons ● science journals ● colored pencils

	Decide which studios to (re)introduce explicitly. Prepare the Opening basket and materials accordingly. Bring to the whole group any examples of children’s works in progress that can support other children’s new and ongoing attempts.
Opening	<p><i>This week we are continuing a lot of the same work in all of our Studios, except at the Library and the Science and Engineering Studios.</i></p> <p>Describe each studio’s process and materials only as useful for children to continue or begin work.</p> <p><i>Turn and tell your partner your plan and your backup plan.</i></p> <p>Ask a couple of children to share their plans, and dismiss all children to begin working.</p>
Facilitation	<p>As children work, circulate and engage children in conversation about their endeavors. Exploit opportunities to highlight children’s connections to the Weekly Question and the unit’s Big Ideas. Offer support in the form of material and print resources, strategies, adaptive tools, and consultation with peers.</p> <p>Listen in, observe, and take notes about children’s interests, experiences in different kinds of markets and with money. Use these notes to plan for upcoming Studios sessions.</p> <p>While children work, consider which piece of work to bring to a Thinking and Feedback meeting.</p>
Closing Studios	<p>Support smooth clean up of studios materials and organization of works in progress.</p> <p>At least once during the week, facilitate a short, whole group meeting after Studios to discuss children’s activities, discoveries, and questions.</p>

<p>Art</p> 	<p>Making Containers <i>Continues from previous week</i></p> <p><u>Objective:</u> I can create three-dimensional containers.</p> <p><u>Extension:</u> Children label and decorate their containers, considering what potential consumers might need to know about the contents.</p>
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<p>Building</p> 	<p>Building Markets and Parts of Markets <i>Continues from previous week</i></p> <p><u>Objective:</u> I can represent important parts of markets through building.</p> <p><u>Extensions:</u></p> <ul style="list-style-type: none"> ● Children join structures for more complete, collaborative representations. ● Children make signs and labels for their structures. ● Children draw plans based on images and then build according to those plans, moving from two dimensions to three. ● Children make drawings of their structures after building, moving from three dimensions to two.
<p>Drama</p> 	<p>Playing Store <i>Continues from previous week</i></p> <p><u>Objective:</u> I can practice effective language used for making exchanges in a market.</p> <p><u>Extensions:</u></p> <ul style="list-style-type: none"> ● Children use new conversation prompts to talk about their wants and needs. ● Children use money created in the Writing and Drawing Studio to make exchanges. ● Children add to the collection of goods the shop offers by using Beautiful Stuff or other materials. ● Children arrange shelving and/or furniture, inspired by work in the Building Studio, to build out the shop environment.
<p>Library</p> 	<p>Book Reviews</p> <p><u>Objective:</u> I can make recommendations about books for others to read.</p> <p><u>Introduction:</u> <i>You wrote book reviews for many of the books from our first two units of study about communities and animals. Now that we are starting a new study, Resources in Our Communities, we have some new books! You already know how to write reviews as book critics. We'll use the same form for our new reviews of books about how people get what they need and want.</i></p>

	<p>Refresh children’s memory of the Book Review sheet and the system for making them available to other readers.</p> <p><u>Process:</u> Children browse books independently and with classmates. They talk about what they find. Then they write book reviews to recommend texts to others.</p> <p><u>Facilitation:</u> <i>I notice you stopped here. What interests you on this page? What do you think about this book? What do you like about it? What do you want to tell others about this book? How will you communicate that in your Book Review?</i></p> <p><u>Ongoing Assessment:</u> Review children’s Book Reviews to understand their approach to text and illustration, their comprehension, their drawing and writing, and their interests. Compare these observations to those made earlier, in Units 1 and 2.</p> <p><u>Thinking and Feedback Possibilities:</u> Invite a reviewer to share a book and elaborate on the information included in their Book Review. Generate feedback about the clarity of the review: Was there some information that was not easily understood, and how could that be made more clear?</p>
<p>Science and Engineering</p> 	<p>Predicting Plant Growth</p> <p>Note: This activity follows the Science and Engineering Lesson, in which children set up potato cuttings.</p> <p><u>Objective:</u> I can make a prediction about plant growth.</p> <p><u>Introduction:</u> <i>We’ve just prepared some potato cuttings. What do you think will happen next? How long do you think it will take? What are the right conditions for these plants to grow?</i></p> <p><i>In the Science and Engineering Studio, make a prediction—a good guess, based on what you already know—about what will happen next with your plant cutting. First, make an observational drawing of the plant cutting right now. Then talk with a classmate to share your thinking. When you are ready with a strong prediction, draw a picture and write some words.</i></p>

	<p><i>Include some information about what the plant needs to thrive. Finally, think about a question you'd like to answer as the plant grows, and write that at the bottom of your page.</i></p> <p><u>Process:</u> Children make an observational drawing of the potato cutting. Then they talk, draw, and write about their predictions for the growth of the cutting..</p> <p><u>Facilitation:</u> Encourage children to talk together before committing their observations and predictions to paper. Prompt them to write a question on the page, along with their observations and predictions. <i>What do you predict will happen with the potato cuttings? What makes you think that? How long do you think it will take to see some change in the plant? What conditions does the plant need in order to thrive? What makes you think that? What are you wondering?</i></p> <p><u>Ongoing Assessment:</u> Review children's journals. Ask children about their ideas and note how realistic or how fantastical they are. What evidence or prior experience do children cite to back up their thinking? How do children represent their ideas in drawings and in words? What science journal habits have children solidified to date? Do they take their time to create accurate, detailed drawings? Do they include a question? Do they write in date and weather information?</p>
<p>Writing and Drawing</p> 	<p>Making Money, Working in Sketchbooks <i>Continues from previous week</i></p> <p><u>Objectives:</u> I can make money to use for market exchanges. I can write and draw a story about characters getting the resources they need and want.</p>
<p>Standards (Boston)</p>	<p>Standards addressed will depend upon the studios in which children work. Possibilities include those listed in the Studios Introduction (Part 2: Components) and the following studio-specific standards.</p> <p><u>Art:</u></p>

	<p>Visual Arts 1.2. Create artwork in a variety of two-dimensional (2D) and three-dimensional (3D) media, for example: 2D – drawing, painting, collage, printmaking, weaving; 3D – plastic (malleable) materials such as clay and paper, wood, or found objects for assemblage and construction.</p> <p><u>Drama:</u></p> <p>Economics 23. Give examples of products (goods) that people buy and use.</p> <p>Economics 25. Give examples of choices people have to make about buying goods and services (e.g., food for the family or a video game; bus fare to get to work or a movie ticket for entertainment) and why they have to make choices (e.g., because they have only enough money for one purchase, not two).</p> <p><u>Library:</u></p> <p>RL.1.10. With prompting and support, read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1.</p> <p>RI.1.10. With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.</p> <p>W.1.4. Produce writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><u>Science and Engineering:</u></p> <p>1-LS1-1. Use evidence to explain that (a) different animals use their body parts and senses in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air, and (b) plants have roots, stems, leaves, flowers, and fruits that are used to take in water, air, and other nutrients, and produce food for the plant.</p> <p>1-LS3-1. Use information from observations (first-hand and from media) to identify similarities and differences among individual plants or animals of the same kind.</p>
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<p>Notes</p>

Art Studio

What can I do with paper to make a container?

What does a consumer need to know about what is inside this container?

Building Studio

What are the parts of this market? Why is each one important?

How is this market important in the community?

Drama Studio

How can I communicate what I need and want?

What exchange are we making?

Library Studio

What do I think about this book?

What do I want others to know about it?

Science and Engineering Studio

What do you predict will happen with the potato cuttings? What makes you think that?

What conditions does the plant need in order to thrive? What makes you think that?

Writing and Drawing Studio

What could we use this money for?

How could we make change, if we need it?

What can happen in a story as characters try to get what they need and want?

Welcome to my shop!

How can I help you?

It is your choice—this one, or that one?

How many do you want?

How many do you need?

The total cost is _____.

Here is your change.

Do you need a bag, or did you bring one?

Thank you for shopping at my store.

Hello!

Do you sell any _____?

I need _____ of them.

I don't really need this, but I like it a lot!

I want this one because _____.

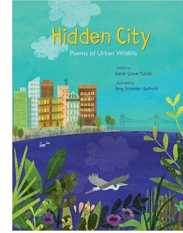
How much does it cost?

I want this, too.

I can't spend all of my money!

I have my own bag.

You helped me a lot. Thank you!



WEEK 2 Day 1

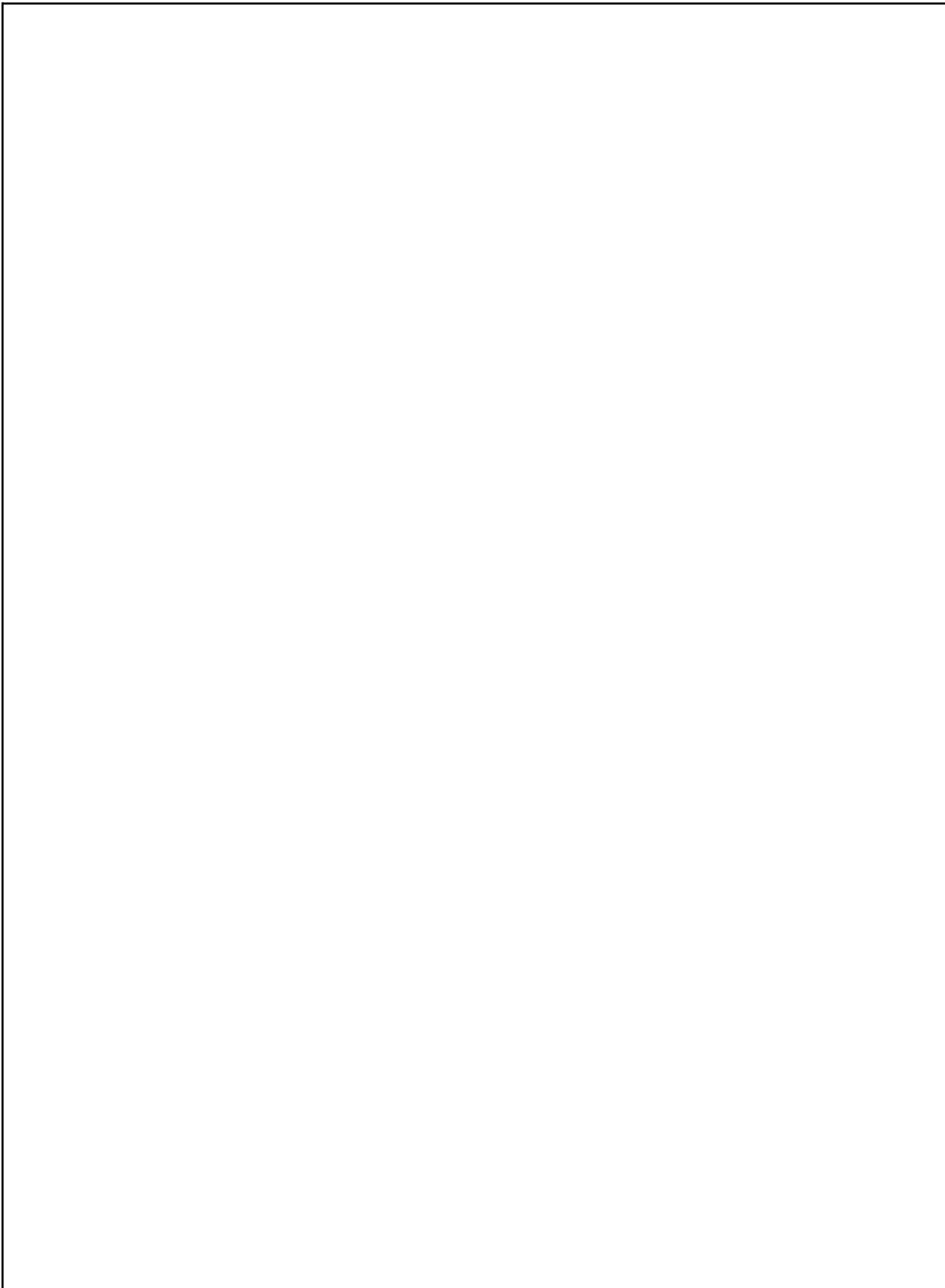
Writing Personal Recount
Deconstruction and Individual Construction: Repetition

Content Objective	I can write a personal recount poem using repetition. (W.1.3, W.1.3a)
Language Objective	I can describe how repetition adds meaning to a poem. (RL.1.4, SL.1.2)
Vocabulary	<p>personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p>poetic device: a tool poets use</p> <p>repetition: using the same sound, word, phrase, line, or stanza more than once</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Hidden City: Poems of Urban Wildlife</i>, Sarah Grace Tuttle ● Repetition slides (Note: only slides 1-2 are used for this lesson.) ● projector and screen ● writing tools ● children’s writing notebooks and/or different styles of paper ● children’s writing folders ● Personal Recount Observation Tools, from Week 1, Day 4 ● system for keeping track of work shared
Opening 1 minute	<i>Last week you began writing your own personal recount poems. Today we are going to learn about a poetic device, or tool poets use, called repetition. Repetition means doing something more than once. In writing it means using the same sound, word, phrase, line, or stanza more than once.</i>
Deconstruction 14 minutes “Nesting,” page 1	<i>We are going to read two poems from this book, Hidden City, by Sarah Grace Tuttle. These poems are not personal recounts, but you will be able to use what you learn about repetition when you are writing your personal recount poems.</i>

<p>slide 1</p>	<p><i>The first poem is called "Nesting." As you listen, you may want to close your eyes. Notice what you imagine and feel as you listen to the poem.</i></p> <p>Read "Nesting." Afterwards, allow children one minute to reflect silently on what they heard, what they imagined, and how it made them feel. Harvest their ideas.</p> <p><i>What do you think this poem is about?</i></p> <p><i>Now I am going to read the poem again, and you will be able to see it on the slide. As we read, think about what in the poem is repeated, and why Sarah Grace Tuttle chooses to repeat that part.</i></p> <p>Show slide 1, and read the poem.</p> <p><i>Which part of the poem is repeated?</i> <i>Why do you think Sarah Grace Tuttle repeated that part?</i></p> <p><i>Poets use repetition to create an effect or emphasize a point. In this poem, Sarah Grace Tuttle uses repetition to create an image of a mother mouse scurrying back and forth to build her nest.</i></p>
<p>"Fairy Ring," page 6 slide 2</p>	<p><i>The next poem we are going to read is called "Fairy Ring." As we read, think about what in the poem is repeated, and why Sarah Grace Tuttle chooses to repeat that part.</i></p> <p>Show slide 2, and read the poem.</p> <p><i>Which part of the poem is repeated?</i></p> <p>Expand means to get bigger. She writes "expand, expand, expand." While reading, demonstrate expanding by holding your hands near each other and then spreading them apart.</p> <p><i>What do you notice about the way she wrote the word "expand"?</i> <i>Why do you think Sarah Grace Tuttle repeated that word and wrote it in that way?</i></p> <p><i>By writing "expand" three times and making the word spread out and get bigger, Sarah Grace Tuttle creates an image of the mushrooms growing.</i></p>
<p>Individual Construction 10 minutes</p>	<p><i>As we continue writing poetry, you will get a chance to try the tools that poets use. Today you will try repetition. You may choose to go back to the poem you wrote last week and add repetition, or you may choose to write a new personal recount poem that uses repetition. You will repeat it at least three times.</i></p>

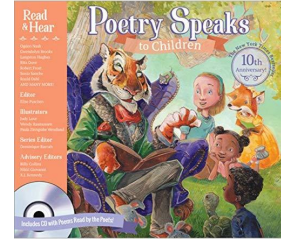
	<p><i>Think about an experience you would like to tell about in your poem and a word, phrase, or line that you would like to repeat. Then, before you write, tell your idea to your partner.</i></p> <p>After children share their plans, have them choose paper and begin to write. As they write, circulate to support them as they tell and write personal recount poems. Help them create rhythm by clapping out what they want to say and by creating pauses through line breaks. Help them to identify an important idea in the poem that could be repeated.</p> <p>Choose one child who successfully incorporated repetition to share his poem.</p>
<p>Closing 5 minutes</p>	<p>Have the identified child read his poem and briefly share why he chose to repeat that word, phrase, or line.</p> <p><i>Today we practiced one tool poets use: repetition. Tomorrow we will read a poem with a different kind of repetition and continue writing poems.</i></p>
<p>Standards (Boston)</p>	<p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>W.1.3. Write narratives in prose or poem form that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate, and provide some sense of closure.</p> <p>W.1.3a. For poems, use rhyming words and words that repeat long or short vowel sounds to create structure.</p> <p>SL.1.2. 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>As children write, circulate and take notes on the Personal Recount Observation Tool, focusing on Repetition. After Writing, gather children’s notebooks/folders. Analyze their work and note any trends that are emerging. Plan to address these trends in future lessons or when planning for revisions in Week 4.</p>

Notes



Writing U3 W2 D1

WEEK 2 Day 2



Writing Personal Recount

Deconstruction and Individual Construction: Repetition

Content Objective	I can write a personal recount poem using repetition. (W.1.3, W.1.3a)
Language Objective	I can describe how repetition adds meaning to a poem. (RL.1.4, SL.1.2)
Vocabulary	<p>poetic device: a tool poets use</p> <p>repetition: using the same sound, word, phrase, line, or stanza more than once</p> <p>personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Poetry Speaks to Children</i> CD/audio files, Elise Paschen: “Rabbit” and “Brother,” Mary Ann Hoberman, tracks 21-22 and 57-58 ● equipment for playing a CD/audio files ● Repetition slides, from Day 1 (Note: slides 3-4 are used for this lesson.) ● projector and screen ● <i>Poetry Speaks to Children</i>, Elise Paschen: “Rabbit” and “Brother,” Mary Ann Hoberman, pages 39 and 95 ● writing tools ● children’s writing notebooks and/or different styles of paper ● children’s writing folders ● Personal Recount Observation Tools, from Week 1, Day 4 ● system for keeping track of work shared
Opening 1 minute	<p><i>Yesterday we talked about repetition, which is a poetic device, or a tool poets use. Remember, repetition means doing something more than once. In writing it means using the same sound, word, phrase, line, or stanza more than once. The poems we read yesterday repeated lines and phrases. Today we will read poems that repeat</i></p>

	<p><i>words and sounds.</i></p>
<p>Deconstruction 14 minutes</p> <p>“Rabbit” page 39 slide 3 tracks 21-22</p>	<p><i>We are going to read two poems from this book, Poetry Speaks to Children. Mary Ann Hoberman is the poet who wrote both poems.</i></p> <p><i>The first poem’s title is “Rabbit.” As you listen, you may want to close your eyes. Notice what you imagine and feel as you listen to the poem.</i></p> <p>Play track 22. Afterwards, allow the children one minute to reflect on what they heard, what they imagined, and how it made them feel. Harvest the children’s ideas.</p> <p><i>What do you think this poem is about?</i></p> <p><i>Now we will listen to the poem again, and you will be able to see it on the slide. As we read, think about what in the poem is repeated, and why Mary Ann Hoberman chooses to repeat that part.</i></p> <p>Show slide 3 and replay track 22.</p> <p><i>Which part of the poem is repeated?</i> <i>Why do you think Mary Ann Hoberman repeated that part?</i></p> <p><i>Let’s listen to Mary Ann Hoberman talk about her poem.</i></p> <p>Play track 21. If time allows, replay track 22 and have children count how many times they hear the word “bit,” as the poet suggests.</p>
<p>“Brother” page 95 slide 4 Tracks 57-58</p>	<p><i>Now we will reread a poem that we read last week. It’s title is “Brother.” As we read, think about what in the poem is repeated, and why Mary Ann Hoberman chooses to repeat that part.</i></p> <p>Show slide 4 and play track 58.</p> <p><i>Which part of the poem is repeated?</i> <i>Why do you think Mary Ann Hoberman repeated that part?</i></p> <p><i>Let’s listen again to hear why Mary Ann Hoberman decided to repeat that sound.</i></p> <p>Play track 57.</p> <p><i>Remember, poets use repetition to create an effect or emphasize a point. The repetition of words and sounds in Mary Ann Hoberman’s poems helps to connect her ideas together.</i></p>
<p>Individual Construction 10 minutes</p>	<p><i>Today as you continue to write poetry, you will try repetition again. Think about a word or sound you want to communicate and repeat it at least three times. You may choose to go back to a poem you have already written and add repetition, or you may choose to write</i></p>

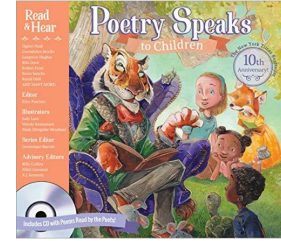
	<p><i>a new personal recount poem that uses repetition.</i> <i>Before you write, tell your plan to your partner.</i></p> <p>After children share their plans, have them choose paper and begin to write. As they write, circulate to support them. Guide them to tell personal recount poems. Help them create rhythm by clapping out what they want to say and by creating pauses through line breaks. Help them to identify an important word or sound in the poem that could be repeated.</p> <p>Choose one child who successfully incorporated repetition to share her poem.</p>
<p>Closing 5 minutes</p>	<p>Have the identified child read her poem and briefly share why she chose to repeat that word/phrase/line.</p> <p><i>Today we practiced the poetic device, repetition. Tomorrow we will talk more about repeating sounds, by using rhyme, and you will continue writing poems.</i></p>
<p>Standards (Boston)</p>	<p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>W.1.3. Write narratives in prose or poem form that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate, and provide some sense of closure.</p> <p>W.1.3a. For poems, use rhyming words and words that repeat long or short vowel sounds to create structure.</p> <p>SL.1.2. 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>As children write, circulate and take notes on the Personal Recount Observation Tool, focusing on Repetition. After Writing, gather children’s notebooks/folders. Analyze their work and note any trends that are emerging. Plan to address these trends in future lessons or when planning for revisions in Week 4.</p>

<p>Notes</p>



Writing U3 W2 D2

WEEK 2 Day 3



Writing Personal Recount

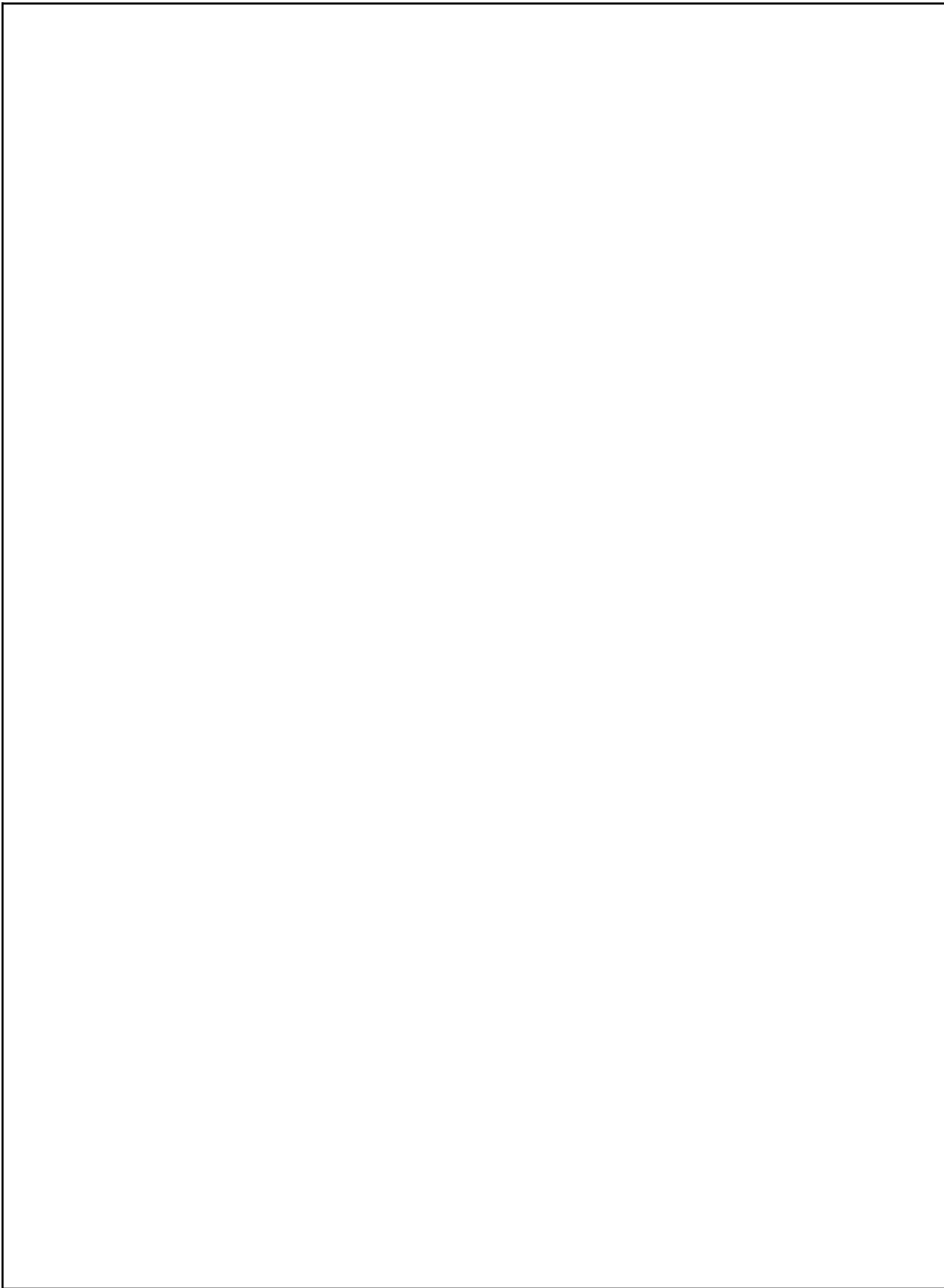
Deconstruction and Individual Construction: Rhyme

Content Objective	I can write a personal recount poem using rhyme. (W.1.3, W.1.3a)
Language Objective	I can describe how rhyme adds meaning to a poem. (RL.1.4, SL.1.2)
Vocabulary	rhyme: words with the same ending sound poetic device: a tool poets use
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Poetry Speaks to Children</i> CD/audio files, Elise Paschen: “Good Luck Gold,” Janet S. Wong, tracks 27-28 ● equipment for playing a CD/audio files ● Rhyme slides (Note: only slides 1-3 are used in this lesson.) ● projector and screen ● <i>Poetry Speaks to Children</i>, Elise Paschen: “Good Luck Gold,” Janet S. Wong, page 48 ● writing tools ● children’s writing notebooks and/or different styles of paper ● children’s writing folders ● Personal Recount Observation Tools, from Week 1, Day 4 ● system for keeping track of work shared
Opening 1 minute	<p><i>Today we are going to learn about rhyme, which is another poetic device, or tool poets use. We will reread the poem “Good Luck Gold,” and then you will continue writing your own poems.</i></p>
Deconstruction 14 minutes tracks 27-28 slide 1 page 48	<p><i>This time we are going to listen to Janet S. Wong talk about and read her poem. Think about what you understand about the poem this time, after hearing Janet S. Wong’s introduction.</i></p> <p>Play tracks 27-28 and show slide 1. <i>What more do you understand about “Good Luck Gold,” after</i></p>

	<p><i>hearing the poet talk about what she wrote?</i></p>
<p>track 28 slide 2</p>	<p><i>When we first read “Good Luck Gold,” we talked about how Janet S. Wong uses line breaks to give rhythm to her poem. Rhyme is another tool that she uses to give her poem structure. We know that rhyming words are words that have the same sound at the end.</i></p> <p><i>This time as you listen, think about the rhyming words and why Janet S. Wong may have used rhyme.</i></p> <p>Play track 28, stopping at :24.</p> <p><i>What are some rhyming words that you heard?</i></p> <p><i>Poets use rhyme for different reasons. Rhyme connects ideas; it creates a pattern; it makes the poem like a song. Why do you think Janet S. Wong uses rhyme?</i></p>
<p>slide 3</p>	<p><i>Poets use patterns, like repeating words, phrases, and lines, and by repeating sounds—often in rhyming words. Let’s look at the patterns Janet S. Wong uses in her rhyme.</i></p> <p>Read the pairs of rhyming words.</p> <p><i>What do you notice about the pattern Janet S. Wong uses with her rhyming words? [they are all at the end of lines; they usually happen every other line]</i></p>
<p>Individual Construction 10 minutes</p>	<p><i>Today you have a chance to try rhyming words in your poem. You may choose to go back to a poem you’ve been working on and revise it to include rhyming words, or you might choose to write a new poem.</i></p> <p><i>Think about an experience you would like to tell about in your poem and some words you might rhyme. Then, before you write, tell your partner your idea and some rhyming words you will use.</i></p> <p>After children share their plans, have them choose paper and begin to write. As they write, circulate to support them. Guide them to tell personal recount poems. Help them create rhythm by clapping out what they want to say and by creating pauses through line breaks. Help them to generate at least two rhyming words.</p> <p>Choose one child who successfully incorporated rhyme to share his poem.</p>
<p>Closing 5 minutes</p>	<p>Have the identified child read his poem and briefly share why he chose to include those rhyming words.</p>

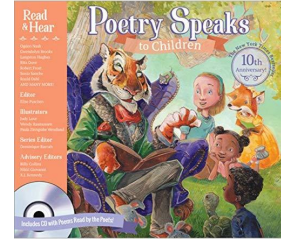
	<p><i>Today we practiced one tool poets use: rhyme. Tomorrow we will read another poem that includes rhyme, and you will continue writing poems.</i></p>
<p>Standards (Boston)</p>	<p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>W.1.3. Write narratives in prose or poem form that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate, and provide some sense of closure.</p> <p>W.1.3a. For poems, use rhyming words and words that repeat long or short vowel sounds to create structure.</p> <p>SL.1.2. 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>As children write, circulate and take notes on the Personal Recount Observation Tool, focusing on Rhyme. After Writing, gather children’s notebooks/folders. Analyze their work and note any trends that are emerging. Plan to address these trends in future lessons or when planning for revisions in Week 4.</p>

Notes



Writing U3 W2 D3

WEEK 2 Day 4



Writing Personal Recount

Deconstruction and Individual Construction: Rhyme

Content Objective	I can write a personal recount poem using rhyme. (W.1.3, W.1.3a)
Language Objective	I can describe how rhyme adds meaning to a poem. (R.7.1.b, SL.1.2)
Vocabulary	<p>rhyme: words with the same ending sound</p> <p>stanza: a group of lines</p> <p>line break: the place where lines of a text are split</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Poetry Speaks to Children</i> CD/audio file, Elise Paschen: “Sneeze,” Maxine Kumin, track 10 ● equipment for playing a CD/audio file ● Rhyme slides, from Day 3 (Note: slides 4-6 are used in this lesson.) ● projector and screen ● <i>Poetry Speaks to Children</i>, Elise Paschen: “Sneeze,” Maxine Kumin, page 16 ● writing tools ● children’s writing notebooks and/or different styles of paper, enough copies for each child ● children’s writing folders ● Personal Recount Observation Tools, from Week 1, Day 4 ● system for keeping track of work shared
Opening 1 minute	<i>Today we are going to continue to learn about rhyme by reading the poem “Sneeze.” Then you will use rhyme in your own poems.</i>
Deconstruction 14 minutes	<i>Today’s poem is called “Sneeze,” by Maxine Kumin. While you listen to the poet read, you might want to close your eyes. Listen carefully and imagine a picture in your mind.</i>

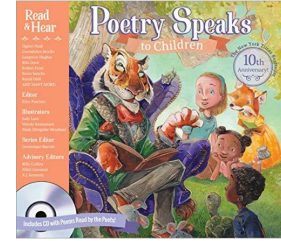
<p>track 10 slide 4 page 16</p>	<p>Play track 10.</p> <p><i>What happened in this poem?</i> Harvest several children’s ideas.</p> <p>Think, Pair, Share. <i>What picture did you have in your mind as you listened to the poem?</i> <i>How did the poem make you feel?</i></p> <p>Show slide 4. <i>This is how the illustrator represented the poem, and how Maxine Kumin arranged the words on the page.</i></p>
<p>track 10 slide 5</p>	<p><i>This time as you listen, think about the rhyming words and why Maxine Kumin may have used rhyme.</i></p> <p>Play track 10.</p> <p><i>What were some rhyming words that you heard?</i></p> <p><i>Remember, poets use rhyme for different reasons. Rhyme connects ideas; it creates a pattern; it makes the poem like a song. Why do you think Maxine Kumin uses rhyme?</i></p>
<p>slide 6</p>	<p><i>What do you notice about the patterns of rhyming words Maxine Kumin uses? [each stanza has a different set of rhyming words, the last two stanzas end with the same rhyme, most of the rhyming words are placed on their own lines]</i></p> <p><i>“Sneeze” is separated into four stanzas. Stanzas are groups of lines in a poem. Each stanza includes a different set of rhyming words. Then, the last two stanzas are connected to each other by ending with the same rhyme.</i></p> <p><i>Another clever pattern Maxine Kumin uses is her line breaks. By alternating between longer phrases and single words in each line, it makes the poem sound like someone getting ready to sneeze!</i></p>
<p>Individual Construction 10 minutes</p>	<p><i>Today you have another chance to try rhyming words in your poem. You may choose to go back to a poem you’ve been working on and revise it to include rhyming words, or you might choose to write a new poem.</i></p>

	<p><i>Think about an experience you would like to tell about in your poem and some words you might rhyme. Then, before you write, tell your partner your idea and some rhyming words you will use.</i></p> <p>After children share their plans, have them choose paper and begin to write. As they write, circulate to support them. Guide them to tell personal recount poems. Help them create rhythm by clapping out what they want to say and by creating pauses through line breaks. Help them to generate at least two rhyming words.</p> <p>Choose one child who successfully incorporated rhyme to share her poem.</p>
<p>Closing 5 minutes</p>	<p>Have the identified child read her poem and briefly share why she chose to include those rhyming words.</p> <p><i>Today we practiced rhyme and learned about stanzas. Tomorrow we will talk again about creating rhythm in our poems using line breaks.</i></p>
<p>Standards (Boston)</p>	<p>R.7.1.b Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>W.1.3. Write narratives in prose or poem form that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate, and provide some sense of closure.</p> <p>W.1.3a. For poems, use rhyming words and words that repeat long or short vowel sounds to create structure.</p> <p>SL.1.2. 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>As children write, circulate and take notes on the Personal Recount Observation Tool, focusing on Rhyme. After Writing, gather children’s notebooks/folders. Analyze their work and note any trends that are emerging. Plan to address these trends in future lessons or when planning for revisions in Week 4.</p>

Notes



Writing U3 W2 D4



Writing Personal Recount
Deconstruction and Individual Construction: Rhythm

Content Objective	I can write a personal recount poem using rhythm. (W.3.1.b)
Language Objective	I can describe how rhythm adds meaning to a poem. (R.7.1.a, SL.2.1.a)
Vocabulary	<p>rhythm: a regular, repeated pattern of sound</p> <p>line break: the place where lines of a text are split</p> <p>poetic device: a tool poets use</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Rhythm slides ● projector and screen ● <i>Poetry Speaks to Children</i> CD/audio file, Elise Paschen: “Trips,” Nikki Giovanni, track 25 ● equipment for playing a CD/audio file ● <i>Poetry Speaks to Children</i>, Elise Paschen: “Trips,” Nikki Giovanni, page 45 ● writing tools ● children’s writing notebooks and/or different styles of paper ● children’s writing folders ● Personal Recount Observation Tools, from Week 1, Day 4
Opening 1 minute	<p><i>When we first started learning about poetry, we talked about the rhythm, or beat, of poems. This is another poetic device poets use. Today we will take a look at a few poems that use different kinds of rhythm.</i></p> <p><i>We are going to look at two poems today: “Rope Rhyme,” by Eloise Greenfield and “Trips,” by Nikki Giovanni. I will read both poems first, while you listen, and then we will look at each poem more closely.</i></p>

<p>Deconstruction 20 minutes</p> <p>slides 1-2</p>	<p><i>I will read both poems, one after the other. Listen carefully to the rhythms of each.</i></p> <p>Read the poems on slides 1-2 without showing them to the children.</p> <p>Think, Pair, Share. <i>What did you notice about the rhythm of these poems? What was the same? What was different?</i></p> <p><i>Eloise Greenfield uses a regular rhythm for her poem—a beat that we can clap along to, while Nikki Giovanni makes her poem sound more like talking. Let’s look closely at each poem.</i></p>
<p>slide 1</p>	<p><i>I’m going to read “Rope Rhyme,” by Eloise Greenfield, again. While you listen, you might want to close your eyes. Listen carefully and imagine a picture in your mind.</i></p> <p>Read the poem without showing the slide.</p> <p><i>What happened in this poem?</i> Harvest several ideas.</p> <p>Think, Pair, Share. <i>What picture did you have in your mind as you listened to the poem?</i> <i>How did the poem make you feel?</i></p> <p>Show slide 1. <i>This is how the illustrator represented the poem, and how Eloise Greenfield arranged the words on the page.</i></p> <p><i>Her poem has a beat that is easy to clap along to. Let’s clap the first line. How many beats, or syllables, does it have? [8]</i> Clap and count additional lines and discuss the pattern: almost all lines have 8 beats each.</p>
<p>slide 3</p>	<p><i>Where does the rhythm change? [lines 3-4]</i> <i>Why do you think the rhythm changes there? [both lines begin with the word “listen” and are demonstrating the jump rope sound]</i></p> <p><i>Poets make choices about the number of syllables or beats they will include in each line. They also decide when to move to a new line. You’ll notice that the lines in “Rope Rhyme” are not complete sentences. Eloise Greenfield helped create rhythm by deciding where to break up the sentences into lines. We naturally pause between the lines, instead of just at the periods.</i></p>

	<p><i>The rhythm of a poem helps the poet communicate. The rhythm in “Rope Rhyme” really makes me imagine someone jumping rope!</i></p>
<p>track 25 slide 2 page 45</p>	<p><i>This time we’ll listen to Nikki Giovanni read her own poem. While you listen to the poet read, you might want to close your eyes. Listen carefully and imagine a picture in your mind.</i></p> <p>Play track 25.</p> <p><i>What happened in this poem?</i> Harvest several ideas.</p> <p>Think, Pair, Share. <i>What picture did you have in your mind as you listened to the poem?</i> <i>How did the poem make you feel?</i></p> <p>Show slide 2. <i>This is how Nikki Giovanni arranged the words on the page. What do you notice? [most of the poem is lowercase; capital letters are used when the adults talk]</i> <i>Why do you think Nikki Giovanni made those choices?</i></p> <p>Show page 45, and read Nikki Giovanni’s note at the bottom of the page. <i>What more do you understand about her poem?</i></p>
<p>slide 4</p>	<p><i>Nikki Giovanni does not use a regular pattern of beats. Instead, she creates rhythm by deciding when to include line breaks. The pauses in between her lines create rhythm. This makes her poem sound more like talking. This makes sense to me for this poem, because she is writing about her experiences as a little girl. It makes her poem feel like she is sitting here with us, telling us her story.</i></p>
<p>Individual Construction 8 minutes</p>	<p><i>Today you have a chance to try different types of rhythm in your poem. You may choose to use regular beats, like Eloise Greenfield, or to make your poem sound more like talking, like Nikki Giovanni. You can go back to a poem you’ve been working on and revise it, or you can write a new poem.</i></p> <p><i>Think about an experience you would like to tell about in your poem and what type of rhythm you would like to use. Then, before you write, tell your partner your idea.</i></p> <p>After children share their plans, have them choose paper and begin to write. As they write, circulate to support them. Guide them to tell personal</p>

	recount poems. Help them create rhythm by clapping out what they want to say and by creating pauses through line breaks. Guide them to create rhythm in their poems that supports the stories they are communicating.
Closing 1 minute	<i>Today we learned more about rhythm, another poetic device. Next week you will plan and write the poems you will publish!</i>
Standards	<p>R.7.1.b Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</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>
Ongoing assessment	As children write, circulate and take notes on the Personal Recount Observation Tool, focusing on Rhythm. After Writing, gather children’s notebooks/folders. Analyze their work and note any trends that are emerging. Plan to address these trends in future lessons or when planning for revisions in Week 4.

Notes