

Unit 3: Resources in Our Communities WEEK 6 At a Glance

Weekly Question: What services do people provide and use?			
<p>Texts</p>     	<p>Vocabulary and Language</p> <p>Day 1: Introduce Weekly Words: job, employment, salary Day 2: Introduce Weekly Words: income, wage, human resources Day 3: Commas Day 4: Commas Day 5: Carousel Brainstorm</p> <hr/> <p>Text Talk</p> <p>Day 1: <i>Quinito's Neighborhood</i> and School Nurses Interview Day 2: "People in Our Neighborhoods" slides, Read 1, and Dentist Interview Day 3: "People in Our Neighborhoods" slides, Read 2, and Organization Director Interview Day 4: <i>Bippity Bop Barbershop</i>, Read 1 Day 5: <i>Bippity Bop Barbershop</i>, Read 2</p> <hr/> <p>Stations</p> <p>Shared Reading: "The Bread Song" Independent and Partner Reading Listening & Speaking: Talk, Draw, Talk; Listen & Respond (<i>Bippity Bop ...</i>) Science Literacy: 1. How do people engineer ways to grow plants in places with short growing seasons? Vocabulary: Draw for Meaning Word Work: various activities</p>		
<p>Mentor text</p> 	<table border="1" style="width: 100%;"> <tr> <td data-bbox="410 1339 808 1570"> <p>Science and Engineering</p> <p>Lesson 1: Growing Seasons Lesson 2: How do plants grow through different methods?</p> </td> <td data-bbox="808 1339 1424 1570"> <p>Studios</p> <p>All studio spaces and materials open as needed toward market projects. Continue to make, discuss, and record observations of plant growth and of the sky (weather).</p> </td> </tr> </table> <hr/> <p>Writing: Biography</p> <p>Day 1: Joint Construction: Interviews; Individual Construction Day 2: Joint Construction: Interviews; Individual Construction Day 3: Individual Construction: Sorting Research and Writing Orientations Day 4: Deconstruction: Phrases of Time; Individual Construction: Record of Events Day 5: Individual Construction and Review</p>	<p>Science and Engineering</p> <p>Lesson 1: Growing Seasons Lesson 2: How do plants grow through different methods?</p>	<p>Studios</p> <p>All studio spaces and materials open as needed toward market projects. Continue to make, discuss, and record observations of plant growth and of the sky (weather).</p>
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At a Glance U3 W6

WEEK 6 Days 1 & 2

Vocabulary & Language
Weekly Words

Weekly Question	What services do people provide and use?				
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> <p>job: work for which a person is paid</p> <p>employment: having a job that is paid</p> <p>salary: regular payment for work, usually with a set total amount</p> </td> </tr> <tr> <td style="text-align: center;">Day 2</td> </tr> <tr> <td> <p>income: money received through work on a regular basis</p> <p>wage: a fixed amount of money paid to a worker hourly, daily, or weekly</p> <p>human resources: all the people who work in an organization or business and contribute their ideas and physical work</p> </td> </tr> </table>	Day 1	<p>job: work for which a person is paid</p> <p>employment: having a job that is paid</p> <p>salary: regular payment for work, usually with a set total amount</p>	Day 2	<p>income: money received through work on a regular basis</p> <p>wage: a fixed amount of money paid to a worker hourly, daily, or weekly</p> <p>human resources: all the people who work in an organization or business and contribute their ideas and physical work</p>
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Materials and Preparation	<ul style="list-style-type: none"> ● Week 6 Weekly Words cards ● chart paper <p>Create the week’s Weekly Words chart by writing out the Weekly Words and their definitions. Add icons, sketches, or images as needed.</p>				
Opening Day 1	<i>Today, we’ll start a new list of Weekly Words. Today’s words are job, employment, and salary. Today’s words are tricky! Let’s talk about them.</i>				

Day 2	<p><i>Let's continue learning our words for this week. Today's words are income, wage, and human resources. Like yesterday's, these words can be tricky to understand. Let's talk about them.</i></p>
<p>Discussion Day 1</p>	<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>job Elaboration: <i>These days many jobs require that workers know how to use a computer and can collaborate with co-workers to solve problems.</i></p> <p>Think, Pair, Share prompt: <i>What is a job you would like to do? Why do you think you would like that job?</i></p> <hr/> <p>employment Elaboration: <i>Having employment means that people receive money for the work they do. This means they can afford to pay for some of the goods and services they want and need. When someone has employment, or a job, we can also say that she or he is "employed."</i></p> <p>Think, Pair, Share prompt: <i>When people have employment, they might work during the day, evening, or night. Describe the kind of schedule you might like to have with your employment.</i></p> <hr/> <p>salary Elaboration: <i>Having a salary means that people know when they are getting paid. Then they can plan to pay for the things they need and want. Not everyone has a salary, or regular pay days, so many people have trouble getting what they need and want.</i></p> <p>Think, Pair, Share prompt: <i>Why do you think that some people have high salaries, and some people do not?</i></p>
Day 2	<p>income Elaboration: <i>People can get income in different ways. Some people's incomes come from jobs with salaries, and some people get income from different kinds of work they do here and there.</i></p>

	<p>Think, Pair, Share prompt: <i>What are some ways that people you know earn an income?</i></p> <hr/> <p>wage Elaboration: <i>A wage can be high or low; it’s the amount of money someone has agreed to pay their workers for the time they work. Many people have been advocating for wages that are high enough so that everyone can have enough money, or income, to pay for their basic needs. Starting in the year 2023, all workers will earn at least fifteen dollars for each hour they work.</i></p> <p>Think, Pair, Share prompt: <i>What are some of the things people pay for with their wages?</i></p> <hr/> <p>human resources Elaboration: <i>People are resources, too! Human resources keep organizations and industries functioning. They might be people who fix things, pay people their salaries, keep track of goods coming and going, or answer phones.</i></p> <p>Think, Pair, Share prompt: <i>What are some of the human resources in our school, and why are they important?</i></p>
Closing	<i>This week, we’re talking about what services people provide and use. These complicated words we’re studying will help us talk about how people who provide services.</i>
Standards (Boston)	<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? 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? 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



job

<https://www.civilityexperts.com/looking-for-a-job-or-a-promotion-who-gets-hired-and-promoted/>



employment

<https://www.energy.gov/articles/women-s-history-month-twitter-chat-changing-face-leadership-stem>

Weekly Words U3 W6

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



salary



income

<https://finance.yahoo.com/news/check-paycheck-probably-just-got-201642806.html>



wage

<https://www.theguardian.com/us-news/2015/aug/30/fight-for-15-strategist-mcdonalds-unions#img-1>



human
resources

<https://www.concur.com/newsroom/article/four-reasons-why-employee-network-groups-are-essential-to-your-company>

Weekly Words U3 W6

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

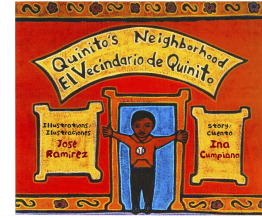
WEEK 6 Day 3

Vocabulary & Language
Commas

Weekly Question	What services do people provide and use?
Language Objective	I can pause when reading a sentence with commas. (L.1.2d)
Vocabulary	comma: a punctuation mark signaling a pause
Materials and Preparation	<ul style="list-style-type: none"> ● today’s date, written on the whiteboard ● Commas slides ● projector and screen
Opening	<i>We know about different types of punctuation for ending sentences, like periods and question marks. Today we will explore another type of punctuation—commas.</i>
Discussion	<p><i>When you read something with a comma, it signals you to pause, like a line break in a poem.</i></p> <p>Refer to the date on the board. <i>One place you have probably seen a comma is in the date.</i></p> <p>Point to the comma. <i>The comma goes here, between the day of the month and the year.</i></p> <p><i>Let’s read the date together.</i></p> <p><i>When we read something with a comma, we pause. It’s not a full stop like with a period, but rather, a little pause.</i></p>
slides 1-2	<i>Another way that we use commas is when we are writing a list, or series, of things. Let’s take a look at a few pages from Before We Eat: From Farm to Table, by Pat Brisson.</i>

	Read slides 1-2.
slide 3	<p><i>This is what this sentence looks like all together. Let's read it again, noticing the pauses.</i></p> <p>Point to the commas. <i>The commas in this sentence help separate the different kinds of work people did to grow food plants. They allow us to concentrate a little more on each phrase.</i></p>
slides 4-6	<p><i>Let's look at one more example.</i></p> <p>Read the slides.</p>
slide 7	<i>This is what this sentence looks like all together. Let's read it again, noticing the commas and pauses.</i>
Closing	<i>Today we explored how commas are used, in dates and to separate words and phrases in a list. We learned that commas are punctuation marks that tell the reader to pause. Tomorrow we will continue to explore and use commas.</i>
Standard (Boston)	L.1.2d. Use commas in dates and to separate individual words in a series.
Ongoing assessment	<p>What do children already know about commas? What do they understand about their use? What is still confusing?</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



Vocabulary & Language

Commas

Weekly Question	What services do people provide and use?
Language Objective	I can use commas to separate words in a list of services. (L.1.2d)
Vocabulary	comma: a punctuation mark signaling a pause between parts of a sentence
Materials and Preparation	<ul style="list-style-type: none"> <i>Quinito's Neighborhood</i>, José Ramírez
Opening	<p><i>Yesterday we learned that commas are a type of punctuation that tells the reader to pause. We know that commas are used to separate words or phrases in a list. Today we will use commas in sentences we write about the services that people provide and use.</i></p>
Discussion	<p><i>Let's think back to the different services we've discussed this week. I'm going to quickly flip through the pages of Quinito's Neighborhood, to give you some ideas. As you look at the illustrations, silently think about a service someone provides in our neighborhood. It could be a service you see in this book, or another service you know about.</i></p> <p>Quickly flip through the pages.</p> <p><i>When you have a service in your head, give a silent thumbs up. After all children have all put up a thumb, harvest about five different ideas. Write these services on the board.</i></p> <p><i>Now let's write a sentence using these ideas. What could we say to give information to someone else about the services in our community?</i></p>

	<p>Co-construct a sentence, working together to sound out the words as you write them on the board. For example, “People in our community are teachers, carpenters, bike shop owners, nurses, and dentists.” Model pausing and adding commas between each list item.</p> <p><i>Let’s read our sentence together. Remember, when we get to the commas [point to the commas], we will pause for a second.</i></p> <p>Point to the sentence as the class reads.</p>
Closing	<p><i>We have learned that there are different reasons to use commas, but that in any situation, a comma signals readers to pause.</i></p>
Standard (Boston)	<p>L.1.2d. Use commas in dates and to separate individual words in a series.</p>
Ongoing assessment	<p>What do children understand about commas? What is still confusing?</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 6 Day 5

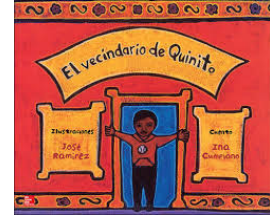
Vocabulary & Language Carousel Brainstorm

Weekly Question	What services do people provide and use?
Language Objective	I can talk with my classmates about important vocabulary from our unit texts and big ideas. (SL.1.1)
Vocabulary	job: work for which a person is paid employment: having a job that is paid salary: regular payment for work, usually with a set total amount income: money received through work on a regular basis wage: a fixed amount of money paid to a worker hourly, daily, or weekly human resources: all the people who work in an organization or business and contribute their ideas and physical work
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 services people provide and use.</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? Review each sheet of chart paper. Do children’s drawings and writing reflect an understanding of the vocabulary words?</p>

Notes

WEEK 6 Day 1



Text Talk
Quinito's Neighborhood
and School Nurses Interview (text and slides)

Big Idea	People’s skills, knowledge, and talents are resources that contribute to the marketplace.
Weekly Question	What services do people provide and use?
Content Objectives	I can use key details from literature and informational texts to describe how service workers are resources for the community. (RL.1.1, RI.1.1, Social Studies 1.T4.3, 1.T4.6)
Language Objective	I can use vocabulary and language from texts to describe service work. (L.1.6)
Vocabulary	<p>benefit (v): to help; to impact in a positive way</p> <p>job: work for which a person is paid</p> <p>salary: regular payment for work, usually with a set total amount</p> <p>human resources: all the people who work in an organization or business and contribute their ideas and physical work</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Quinito's Neighborhood</i>, José Ramírez ● School Nurses slides ● School Nurses Interview text, one for each child ● chart paper, 2 pieces <p>Prepare the Weekly Question Chart with the question: What services do people provide and use?</p> <p>Below the Weekly Question, write this question: How do service jobs benefit the community?</p>

<p>Opening 2 minutes</p>	<p><i>Today we will revisit a text we read in Unit 1, Quinito's Neighborhood by Ina Cumpiano. We'll also read an interview like the one you read during writing last week.</i></p> <p>Set a purpose for reading.</p> <p><i>This week we are exploring services that people provide for their communities. As we read Quinito's Neighborhood, we'll pay attention to the goods and services that Quinito's family and neighbors provide for each other through the different kinds of jobs they have.</i></p> <p><i>Then, we'll read interviews with some people who provide a very important service.</i></p> <p><i>In both texts, we'll see that people can be resources for their communities—they can benefit, or have a positive impact on, their communities.</i></p>
<p>Text and Discussion 14 minutes</p> <p>page 6</p>	<p><i>Making art like murals and dance is providing a type of service for a community! How do art and dance benefit a community?</i></p>
<p>page 14</p>	<p><i>I'm noticing that the neighbors' work is connected. What do I mean by that?</i></p>
<p>page 21</p>	<p>Think, Pair, Share.</p> <p><i>What service do teachers provide for the community?</i></p>
<p>School Nurses Interview text and slide</p> <p>slide 1</p>	<p>Distribute a copy of the School Nurses interview to each child.</p> <p>Show and read slide 1 to introduce the nurses.</p> <p><i>What does it mean that the school nurses get a salary?</i></p>
<p>question 2</p>	<p>Read question 2 and the responses, while children follow along.</p> <p><i>What kinds of work does a school nurse do?</i></p> <p><i>Did any of their work surprise you?</i></p>
<p>question 3</p>	<p>Read question 3 and the responses, while children follow along.</p> <p><i>How did Keilah and April become school nurses?</i></p>
<p>Key Discussion 5 minutes</p>	<p><i>If you could ask Keilah and April any additional questions, what would you ask them?</i></p>

	<p>Connect this discussion to the interview questions children have prepared during Writing lessons.</p> <p>Think, Pair, Share. <i>How do school nurses benefit the community?</i></p>
<p>Weekly Question Chart 3 minutes</p>	<p>Introduce the Weekly Question chart.</p> <p><i>Throughout this week, we will be exploring the question, What services do people provide and use? I've added another question below to help us think more deeply: How do service jobs benefit the community? We can record our ideas about school nurses here.</i></p> <p><i>In our two texts today, Quinito's Neighborhood and the School Nurses Interview, we learned about different kinds of service jobs. We learned that school nurses provide an important service to a school community by helping keep children, staff, and families healthy. In both texts, we learned that service jobs are interconnected. Let's add that to our chart. We also learned that school nurses help keep children and teachers healthy so that they can teach and learn. Let's add this idea to our chart, as well. We can add more to our chart during the week.</i></p>
<p>Closing 1 minute</p>	<p><i>Tomorrow we'll have a chance to read another interview with someone from the Boston area who provides a different important service.</i></p>
<p>Standards (Boston)</p>	<p>RL.1.1. Ask and answer questions about key details in a text. RI.1.1. Ask and answer questions about key details in a text. L.1.6. Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. Economics 21. Explain that people are a resource too, and that the knowledge and skills they gain through school, college, and work make possible innovations and technological advancements that lead to an ever-growing share of goods and services. Economics 24. Give examples of services people do for each other.</p>
<p>Ongoing assessment</p>	<p>Listen to children's responses during whole group and partner conversation.</p> <p>Are children able to use key details from text to describe specific service work? Are children able to follow the format of an interview and gather key details? How do children understand the concept of human resources?</p>

	What questions and inspiration do children share?
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Text Talk U3 W6 D1

Keilah Acevedo and April Pumphret Curley K-8 School

Interview by Brooke Childs, January 7, 2020

1. What organization do you work for, and what's your job?

April: We are school nurses at the Curley School.

2. What service do you provide for people in your community?

Keilah: We address any injuries, so if students fall or bump their heads or have an accident, we help them. Or if they are hungry or have a stomach ache, we address those things. Sometimes we have to help with other things outside of school to help students stay healthy.

Sometimes students don't have the things that they need like a place to live, glasses, clothing, or medicine. They need these things for their well-being, so we work with their families to help them get those things.

April: We also give out medication at school. Sometimes we take care of the staff as well. The community we serve includes staff, children, and families.

3. How did you get started in this work?

April: Originally I was an EMT. Then I went back to school while I was an EMT to become a nurse. I wanted to become a school nurse because the hours are much better for mothers to take care of their own kids.

Keilah: I started as a substitute nurse. Working as a school nurse is like working at a medical facility. You have to go to college or higher, and you have to take different tests.



Text Talk U3 W6 D1

4. What inspires you to do this work?

April: It's busy! It almost kind of reminds me of the emergency room where you never know what could happen. The work could be something different every day. You never know.

Keilah: I enjoy helping people—it's very satisfying when you can actually help solve someone's problem. It's nice when people tell you that their life is better because you were part of it.

5. What's your favorite part about the job?

April: I like the kids of course, but also the staff—we have a great staff here. The school is so huge that we are always busy. It makes the day fly by! And I also really like that I have another nurse. Most schools don't have another nurse that they can talk to during the day and kind of bounce ideas off.

Keilah: It's unpredictable every day!

6. What's the most challenging part of your job?

April: Probably the same thing that I like—that it's so busy. You can sometimes feel like you just don't have enough hours in the day to get everything done.

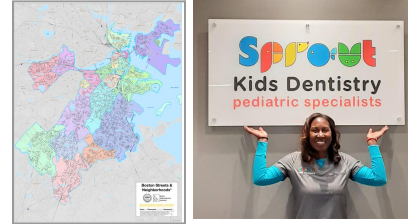
Keilah: The challenging part is that you wish that you could do more outside of the school, but your resources are limited.

7. What's your final message for first graders?

Keilah: Whatever they want to do, they can do, as long as they put their mind to it!

April: First graders, wash your hands and remind your parents to send in your physical from the doctors when you go for your checkup. Finally, never be afraid to come to the nurse. We're always here to help you!

WEEK 6 Day 2



Text Talk
People In Our Neighborhoods (slides), Read 1 of 2
and Dentist Interview (text and slides)

Big Idea	People’s skills, knowledge, and talents are resources that contribute to the marketplace.
Weekly Question	What services do people provide and use?
Content Objectives	<p>I can use key details from the text to provide examples of services that people do for each other in a community and to describe how people and services are connected (RI.1.3, Economics 24).</p> <p>I can use key details from an interview to describe why and how a person might become a dentist. (RI.1.1, Economics 21)</p>
Language Objective	I can refer to key details when discussing a text. (SL.1.2)
SEL Objective	<p>I can identify how Dr. Anderson uses the feelings of others to make decisions in her work. (SR 1.2)</p> <p>I can identify why, as a woman, Dr. Anderson wanted to become a dentist. (SM 2.1)</p>
Vocabulary	<p>career: a job taken for a long part of someone’s working life</p> <p>motivated: very interested in doing something, enthusiastic</p> <p>prove: demonstrate with evidence</p>
Materials and Preparation	<ul style="list-style-type: none"> ● People in Our Neighborhood slides ● Dr. Michelle Anderson slides ● Dr. Michelle Anderson interview, one copy to read aloud

<p>Opening 2 minutes</p>	<p><i>Yesterday we met many different people who provide goods and services in Quinto’s Neighborhood. Today we’ll meet some people who provide other services. We’ll read a text on slides, “People in Our Neighborhoods,” and another interview.</i></p> <p>Set a purpose for reading the slides. <i>As we read the “People in Our Neighborhood” slides we’ll gather key details that help us explain the kinds of services people provide in towns and how those people are connected.</i></p> <p><i>Then we’ll read an interview to understand why and how people learn certain service jobs—in this case, a dentist.</i></p>
<p>Text and Discussion 17 minutes</p> <p>People in Our Neighborhood</p> <p>slide 2</p>	<p>Read aloud slides 2 and 3. Allow time to examine the map and photos.</p> <p><i>How might Mike’s work benefit the community?</i></p>
<p>slide 4</p>	<p><i>How are Mike, TeeAra, and Cheryl connected?</i></p>
<p>slide 5</p>	<p><i>How does Mike and Cesar’s work benefit the community?</i></p>
<p>slide 6</p>	<p><i>Do any of your family members or important adults provide services to our community/town here?</i> <i>Goods are resources; people who provide services are human resources.</i></p> <p><i>We’re going to stop here on the slides today so we can learn more about Dr. Michelle Anderson and how and why she became a dentist.</i></p>
<p>Dr. Michelle Anderson Interview text and slides</p> <p>slide 1, question 1</p>	<p>Show the slide that follows the title slide, showing the first page of the interview text. <i>This is an interview with Dr Michelle Anderson. As we read it, we’ll consider why and how she became a dentist. I’ll read the whole interview aloud. You’ll be able to read some sections with me on the slides.</i></p> <p>Read aloud question 1 and response.</p>
<p>slide 3, questions 2-3</p>	<p>Read aloud questions 2 and 3 and the responses.</p>

	<p><i>Let's reread part of Dr. Anderson's response to the question about the service she provides.</i></p> <p>Show slide 3 and invite children to chorally read the text on the slide. <i>What else does Dr. Anderson do besides fix children's teeth if they have a problem?</i></p>
slide 3, question 4	<p>Read aloud question 4 and the response. <i>Now let's reread part of her response. You follow along on the slide as I reread.</i></p> <p>Think, Pair, Share. <i>What first inspired Dr. Anderson to be a dentist?</i></p>
slide 4, question 5	<p>Read aloud question 5 and the response. <i>Now let's reread part of her response. Follow along on the slide as I reread.</i></p> <p><i>What schooling did Dr. Anderson need in order to become a dentist? Why did she need extra schooling to be a pediatric dentist?</i></p> <p>Read aloud questions 6 and 7 and the responses.</p>
slide 5, question 8	<p>Read aloud question 8 and the response. <i>Dr. Anderson says she tries to make her patients comfortable and excited.</i></p> <p>Show slide 5 and read the text. <i>What do you notice about this dentist office? How does Dr. Anderson use her understanding about kids' feelings to make decisions in how she sets up her office? How do you think kids would feel there?</i></p>
slide 6, question 9	<p>Read aloud question 9 and the response. <i>Now let's reread part of her response. Follow along on the slide as I reread.</i></p> <p><i>What does Dr. Anderson think about her career?</i></p>
Key Discussion 5 minutes	<p>Think, Pair, Share. <i>How does Dr. Michelle Anderson benefit the community? Remember to use details from her interview to support your ideas.</i></p>
Closing 1 minute	<p><i>Tomorrow we'll continue with "People in Our Neighborhoods" and read another interview with another person who works in the community.</i></p>

<p>Standards (Boston)</p>	<p>RI.1.1. Ask and answer questions about key details in a text.</p> <p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</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>Economics 21. Explain that people are a resource too, and that the knowledge and skills they gain through school, college, and work make possible innovations and technological advancements that lead to an ever-growing share of goods and services.</p> <p>Economics 24. Give examples of services people do for each other.</p> <p>SM 2.1. Motivate oneself to overcome obstacles and achieve personal and academic goals.</p> <p>SR 1.2. Demonstrate an understanding of thoughts, feelings, behavior and perspectives of oneself and others.</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during whole group and partner conversation.</p> <p>Do children use key details from the text to describe specific service work?</p> <p>Do children explain how and why Dr. Anderson because a dentist?</p> <p>How do children understand the concept of human resources?</p> <p>What questions or inspiration do children share?</p>

Notes

WEEK 6 Day 3



Text Talk
People In Our Neighborhoods (slides), Read 2 of 2
 and **Organization Director Interview** (text and slides)

Big Idea	People’s skills, knowledge, and talents are resources that contribute to the marketplace.
Weekly Question	What services do people provide and use?
Content Objectives	<p>I can use key details from the text to provide examples of services that people do for each other and to describe how people and services are connected. (RI.1.3, Economics 24)</p> <p>I can use key details from an interview to describe how an organization director can benefit the community and beyond. (RI.1.1, Economics 21)</p>
Language Objective	I can refer to key details when discussing a text. (SL.1.2)
SEL Objectives	<p>I can describe how the needs of a community help organizations make decisions. (DM 3.1)</p> <p>I can imagine ways I might someday contribute a service to my own community. (SA 4.3)</p>
Vocabulary	<p>director: a person who is in charge of an activity or organization</p> <p>nonprofit: not intended to make extra money, or profit</p> <p>access: a way of being able to use or get something</p> <p>increase: to make more of something</p> <p>reclaim: to take back</p> <p>redistribute: to give resources out in a different and more fair manner</p>

	<p>confidence: a feeling of belief in oneself or in someone or something</p> <p>donate: to give (food, money, time) to help a person or group</p> <p>society: people living together in a community</p> <p>motivate: to get other people excited about doing something</p>
Materials and Preparation	<ul style="list-style-type: none"> ● People in Our Neighborhood slides ● Elijah Evans slides ● Elijah Evans Interview, one copy to read aloud ● I Am Inspired sheets, one for each child ● writing tools ● Weekly Question Chart
Opening 1 minute	<p><i>Today, we'll continue to meet some of the people who provide services with the "People in Our Neighborhoods" slides. We'll also read another interview.</i></p> <p>Set a purpose for reading the slides. <i>As we read "People in Our Neighborhood" we'll gather key details that help us explain the kinds of services people provide and how those people are connected.</i></p> <p><i>Then we'll read an interview with someone who may have a job that is new to us: a director, or leader, of a nonprofit organization. A nonprofit organization is an organization, or group, that uses its money to further a specific community benefit. We'll use key details from the interview to understand how and why someone named Elijah Evans wanted to do this work.</i></p>
Text and Discussion 15 minutes People in Our Neighborhood slides 8-13	<p>Read through slides 8-13, pausing for children to closely examine the photos.</p> <p><i>These are just a few of the many services people provide in our city. What kinds of services are they? What kinds of services do people provide in Boston?</i></p> <p>As children name services, display the relevant slides.</p> <p>Think, Pair, Share. <i>Choose one person from the slides who interests you.</i></p> <p>Prompt 1: <i>How does that person's service benefit the community?</i></p> <p>Prompt 2: <i>What inspired you about the service work in the slide?</i></p>
Elijah Evans Interview	<p>Show the slide that follows the title slide, showing the first page of the interview text.</p>

slide 1, question 1	<p><i>As we read the interview with Elijah Evans, we'll consider why and how he became the director of the nonprofit organization Bikes Not Bombs. I'll read the whole interview aloud. You'll be able to read some sections with me on the slides.</i></p> <p>Read aloud question 1 and response.</p>
slide 2, question 2	<p>Read aloud question 2 and response.</p> <p><i>Let's reread part of Elijah's response to the question about the service he provides. As I read, think about what Elijah means when he says his organization wants to "increase access to bicycles."</i></p> <p>Read the first sentence of slide 2.</p> <p><i>What do you think it means to increase access to bicycles?</i></p> <p>Draw on and make connections to children's experience with the Unit 1 Book Access Project.</p> <p>Read the rest of the slide.</p> <p><i>Here, Elijah explains what it means to reclaim bicycles. Can you explain it in your own words?</i></p>
slide 3	<p><i>Based on what we've learned so far from the interview, what do you think is happening in this photograph?</i></p>
slide 4, questions 3-4	<p>Read aloud questions 3 and 4 and the responses.</p> <p><i>How did Elijah first get started with Bikes Not Bombs?</i></p> <p><i>Let's reread what he said about his first experience there as a teenager.</i></p> <p>Read aloud slide 4.</p> <p><i>What does it mean that the experience gave him confidence?</i></p> <p><i>As we keep reading, pay attention to why Elijah keeps working with Bikes Not Bombs.</i></p>
slide 5	<p>Read aloud question 5 and the response.</p> <p><i>This reminds me of one of the services that Chef Cheryl at Soleil Restaurant provides—bringing people together!</i></p> <p>Display slide 5 and read the text.</p> <p><i>This is one of the programs at Bikes Not Bombs that helps bring people together.</i></p>
slide 6, question 6	<p>Read aloud question 6 and the response.</p> <p>Reread the text on slide 6.</p>

	<i>What does Elijah mean that the teen program challenges ideas about what kids can do?</i>
slide 7, questions 7-8	Read aloud questions 7 and 8 and the responses. <i>Now let's reread part of his response all together.</i> Invite children to chorally read slide 8. <i>What does Elijah think about this job?</i>
Key Discussion and Activity 8 minutes	Think, Pair, Share. <i>How does Elijah and Bikes Not Bombs benefit the community?</i> <i>Remember to use details from his interview to support your ideas.</i> Distribute I Am Inspired sheets and writing and drawing tools. <i>Think first about this question, and then begin writing and drawing your response:</i> <i>Having met some people who provide services, what service are you inspired to provide someday?</i> Give children a few minutes to get started. Circulate as they work, prompting them to think about the many kinds of services that contribute to a community. <i>You can continue your writing and drawing about a service you are inspired to provide someday when you work at Studios.</i>
Closing 1 minute	Add ideas to the Weekly Question Chart.
Standards (Boston)	RI.1.1. Ask and answer questions about key details in a text. RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information 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. Economics 21. Explain that people are a resource too, and that the knowledge and skills they gain through school, college, and work make possible innovations and technological advancements that lead to an ever-growing share of goods and services. Economics 24. Give examples of services people do for each other. SA 4.3. Identify interests, motivators and aspirations. Demonstrate self-efficacy and confidence. DM 3.1. Consider ethical, safe and societal factors in making decisions.
Ongoing assessment	Listen to children's responses during whole group and partner conversation. Do children use key details from text to describe specific service work? Do children explain how and why Elijah became a nonprofit director?

	<p>How do children understand the concept of human resources? What questions or inspiration do children share? Review children’s writing. What have they gleaned about the contributions of service workers in the community? What personal interests do children reveal? How do they see themselves as contributors to a healthy community?</p>
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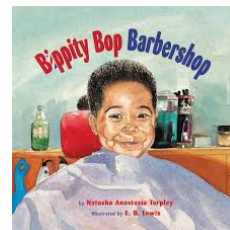
Notes



Name: _____

Who are you inspired by? Why? _____

What does this person inspire you to do? _____



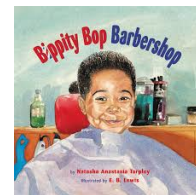
Text Talk
***Bippity Bop Barbershop*, Read 1 of 2**

Big Ideas	<p>People’s skills, knowledge, and talents are resources that contribute to the marketplace.</p> <p>Many jobs that people do are connected to the resources found in the places where they live.</p>
Weekly Question	What services do people provide and use?
Content Objectives	<p>I can use key details in the text to describe the characters and events in the story. (RL.1.3)</p> <p>I can retell the most important events of the story. (RL.1.2)</p>
Language Objective	I can build on the ideas of my peers in a group discussion about a text. (SL.1.1b)
SEL Objective	I can identify the emotions of the story’s main character and describe how they change. (SA 1.1, SA 3.1)
Vocabulary	<p>awning: a sheet of canvas or other material stretched on a frame to protect from rain and sun.</p> <p>clustered (adj): in a group</p> <p>gleam: to shine</p> <p>drape: to arrange a cloth or clothing loosely around something</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Bippity Bop Barbershop</i>, Natasha Anastasia Tarpley ● Sentence Stems for Discussion Parts 1 and 2 <p>On the whiteboard, write: What helped Miles feel brave for his haircut?</p>

<p>Opening 3 minutes</p>	<p><i>Today we will a story by Natasha Anastasia Tarpley called Bippity Bop Barbershop. What's a barbershop?</i></p> <p><i>A barbershop is a place where people get their haircut. Does a barbershop provide a good or a service?</i></p> <p>Set a purpose for reading. <i>As we read today, we'll consider what helped Miles feel brave in the story (refer to the question on the whiteboard). Then we'll retell the most important events so that we're ready to do more work with the text tomorrow.</i></p>
<p>Text and Discussion 13 minutes</p>	<p><i>How do you think Miles, the little boy, feels about his Daddy? How do you know?</i></p>
<p>Page 3</p>	
<p>page 5</p>	<p>Point out the awning in the illustration.</p>
<p>page 11</p>	<p>Pause after the first paragraph (Jazz music ... freshly cut head). <i>People get their hair cut here, but this paragraph tells us about more than that. What other kinds of things are happening at the barbershop?</i></p>
<p>page 16</p>	<p><i>How is Miles feeling? How do you know? Why might he be feeling that way?</i></p>
<p>page 18</p>	<p><i>Why does he want the same cut as Daddy?</i></p>
<p>Key Discussion 8 minutes</p>	<p>Facilitate a whole group discussion using the Sentence Stems for Discussion Parts 1 and 2. <i>What helped Miles feel brave for his haircut?</i></p> <p>Encourage children to build on their peers' ideas by using details from the story. <i>Can you think of a time when you needed to feel brave about something? What helped you?</i></p> <p>Turn and Talk. <i>Retell the story with your partner. Partner A will tell the first event, then partner B will tell the next, and so on through the whole story. Help each other remember all the parts.</i></p> <p>Project the text and circulate with a copy of the text to support children's retelling.</p>

<p>Closing 1 minute</p>	<p><i>Tomorrow we'll read some parts of this story closely so that we can think about the special service that this barbershop provides for the community.</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. SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. SA 1.1. Label and recognize emotions. Express understanding of emotions using different forms of representation. SA 3.1. Identify strategies and techniques for supporting and managing emotions.</p>
<p>Ongoing assessment</p>	<p>Listen to children's responses during whole group and partner conversation.</p> <ul style="list-style-type: none"> Are children able to use details from the story to describe characters and important events? Are children able to retell the major events of the story? Do children build on the ideas of peers in whole group discussion? Do children connect meaningfully to personal experiences and related emotions?

Notes



WEEK 6 Day 5

Text Talk
***Bippity Bop Barbershop*, Read 2 of 2**
Pages 9-29

Big Ideas	<p>People’s skills, knowledge, and talents are resources that contribute to the marketplace.</p> <p>Many jobs that people do are connected to the resources found in the places where they live.</p>
Weekly Question	What services do people provide and use?
Content Objective	I can use details from the text to explain the central message of the story. (RL.1.2)
Language Objective	I can build on the ideas of my peers in a group discussion about a text. (SL.1.1b)
Vocabulary	<p>awning: a sheet of canvas or other material stretched on a frame to protect from rain and sun.</p> <p>clustered (adj): in a group</p> <p>gleam: to shine</p> <p>drape: to arrange a cloth or clothing loosely around something</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Bippity Bop Barbershop</i>, Natasha Anastasia Tarpley ● Sentence Stems for Discussion Parts 1 and 2 ● <i>Bippity Bop Barbershop</i> excerpt and prompt, copies for each child <p>On the whiteboard, write:</p> <p style="padding-left: 40px;">How does the Barbershop benefit the community?</p> <p style="padding-left: 40px;">How does Mr. Seymour help Miles with more than just a haircut?</p>

<p>Opening 1 minute</p>	<p><i>Today we will read parts of Bippity Bop Barbershop again. Then you'll have a chance to write about the story.</i></p> <p>Set a purpose for reading. <i>As we read today, we'll use details from the story to consider these questions:</i> <i>How does the barbershop benefit the community?</i> <i>How does Mr. Seymour help Miles with more than just a haircut?</i></p> <p><i>As I start reading, think about the first question: How does the barbershop benefit the community?</i></p>
<p>Text and Discussion 6 minutes page 10</p>	<p>Think, Pair, Share. <i>Using details from these two pages, discuss this question with your partner.</i> <i>How does the barbershop benefit the community?</i></p>
<p>page 11</p>	<p>Read the first paragraph twice. <i>What does it sound like at the barbershop? What does this tell us about it's like there?</i></p>
<p>Page 16</p>	<p><i>Keep the second question in your mind as we read the next pages: How does Mr. Seymour help Miles with more than just a haircut?</i></p> <p>Do not elicit responses. This question will be answered in the Key Discussion and Activity.</p>
<p>page 25</p>	<p><i>How is Miles feeling here? How do you know?</i></p> <p>Read to the end of the text.</p>
<p>Key Discussion and Activity 13 minutes</p>	<p>Distribute the excerpt and prompt to children, then gather them for a whole group discussion. Display the Sentence Stems for Discussion Parts 1 and 2.</p> <p><i>Mr. Seymour has a service job. We might think that a barber just gives haircuts, but Miles got more than just a haircut in this story.</i></p> <p><i>How was Miles feeling after his experience at the barbershop? How do you know?</i></p> <p><i>How does Mr. Seymour help Miles with more than just a haircut? As you share your thoughts, be sure to use details from the story to support your ideas.</i></p> <p>Send children off with their excerpt and reading response sheet. Support children as needed in a small group. As they finish writing, invite children to share their written responses with a partner.</p>

<p>Closing, Weekly Question Chart 5 minutes</p>	<p>Refer to the Weekly Question Chart. <i>What services do people provide and use?</i> 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: many different kinds of jobs are service jobs; many different kinds of people provide services; services benefit the community in different ways.</p>
<p>Standards (Boston)</p>	<p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. SL.1.1b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. SA 4.1. Identify personal, cultural and linguistic assets.</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during whole group conversation and Think, Pair, Share as well as their oral reading. Are children able to use key details from the text to answer questions? Do children build on the ideas of their peers during discussion? Do children Observe and analyze children’s written responses. Do they accurately describe one example of work involved in the process of making yarn? Do children explain the importance of the work?</p>

Notes



Text Talk U3 W6 D5

Name _____ Date _____

Excerpt from ***Bippity Bop Barbershop***

“Guess I can’t call you Little Man any more, Miles. You’re one of the big boys, now,” Mr Seymour says, and shakes my hand.

“See you next time.”

I hum a happy, proud song as we leave Mr. Seymour’s shop. Bippity bop. Bippity-be-bop-bop. Daddy picks up the tune. We walk to the rhythm of our music, two cool cats, side by side.



Text Talk U3 W6 D5

Name _____ Date _____

In what ways was the experience of getting a haircut important to Miles? Use details from the story to support your ideas.

WEEK 6

Shared Reading
“The Bread Song”

Weekly Question	What services do people provide and use?
Materials and Preparation	<ul style="list-style-type: none"> ● audio of “The Bread Song” (some verses have been modified) ● technology for whole group listening ● chart paper and markers <p>Write out the text for whole group reading</p> <ul style="list-style-type: none"> ● “The Bread Song” slides ● pointer ● highlighter tape (optional) <p>Note: This is a long text. Teachers may select fewer verses to use during the lesson.</p>
Opening 3 minutes	<p><i>Our Shared Reading text this week is “The Bread Song” by members of The Frente Music Collective. The people who wrote this song, in San Francisco, California, where lots of food comes from, cared about workers’ well being. Let’s listen to it.</i></p> <p>Play the audio to learn the tune.</p> <p><i>The version we’ll sing is slightly different. Before we sing it ourselves, we’ll practice identifying, blending, and segmenting sounds.</i></p>
Phonological Awareness 6 minutes	<p>Review the Foundations Vowel Teams poster, focusing on vowel teams ue and ew.</p> <p>Identify a vowel sound.</p> <p><i>I’m going to say a word that we’ll see in our text, and you’ll say what sound you hear.</i></p> <p><i>The word is “few.” How many sounds do you hear? What are those sounds?</i></p>

	<p>Invite children to say each sound.</p> <p><i>When we read our text you'll have a chance to see how that long u sound is spelled.</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: /g/.../r/.../au/.../n/.../d/. Say and tap the sounds. How many sounds do you hear? What's the word? What vowel team sound do you hear?</i></p> <p>Segment sounds.</p> <p><i>Now we're going to segment the sounds in a word. Say "shelf" after me. Tap the sounds you hear.</i></p> <p><i>How many sounds do you hear? Show the number on your fingers. Now let's say each sound slowly while we all tap the sounds.</i> <i>/sh/.../e/.../l/.../f/.</i></p> <p>Determine syllables.</p> <p><i>How many syllables do you hear in the word "factory?" Let's say it and feel the chin drops.</i> <i>Now say it and clap the word, then show me on your fingers the number of syllables.</i></p> <p><i>I'm going to say a word that we'll see in our text, and you tell me if it is a closed or open syllable.</i> <i>The first word is "bun." Closed or open?</i></p> <p>Remind children of the rules for a closed syllable.</p> <p><i>The next word is "they." Closed or open?</i></p> <p>Remind children of the rules for an open syllable.</p>
<p>Shared Reading 10 minutes</p>	<p>Model singing the first two stanzas (verse and chorus) of the song while tracking the print.</p> <p><i>As we read today, use what you know about blends, vowel sounds and glued sounds to read new words.</i></p> <p>Invite children to echo read the song stanza by stanza, then chorally sing the full song.</p> <p>Connect the text to unit content.</p> <p><i>What connections do you have between this song and what we've</i></p>

	<p><i>been learning about?</i></p> <p>Identify and review key letter-sound relationships, based on the needs of the class. Mark on the charted text. For example: <i>What words have a blend? (bread, plums, from, tree)</i> <i>What words have a vowel team? (ground, few, peaches)</i> <i>What words have a glued sound? (hand, land, hamburger)</i></p> <p>Identify high frequency words. <i>What high frequency (trick) words do you see in this song?</i></p> <p>Invite children to chorally sing the full text for fluency practice. While singing, pause at decodable words to ensure children have an opportunity to apply their phonics knowledge.</p>
<p>Closing 1 minute</p>	<p><i>You will continue to practice reading and singing “The Bread Song” in the Reading Station.</i></p>
<p>Standards (Boston)</p>	<p>RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.2b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. RF.1.2c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. RF.1.2d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). RF.1.3b. Decode regularly spelled one-syllable words. RF.1.4b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>
<p>Ongoing Assessment</p>	<p>Listen to children as they respond to questions and discussion prompts. Do children segment and blend phonemes? Do children identify syllables? Do children identify words with vowel teams? Do children distinguish between closed and open syllable words? Listen to children chorally read. Do children read with appropriate phrasing and expression?</p>
<p>Daily Practice</p>	<p>To reinforce fluency with this text, find five minutes each day for choral or paired reading.</p> <p>Possible extensions in small or whole group:</p> <ul style="list-style-type: none"> • With teacher dictation, children use letter tiles or write with markers on whiteboards to build single syllable words with five sounds.

- | | |
|--|---|
| | <ul style="list-style-type: none">• With teacher dictation, children use letter tiles or write with markers on whiteboards to build single syllable words with vowel teams. |
|--|---|

Notes

Large empty rectangular box for taking notes.

Name: _____

The Bread Song

By Frente Music Collective

Bread, where does it come from?
You find it on the shelf with a paper bag on
It comes from the ground and a factory too
Takes a whole lot of work just to get it to you

From the sun and the air and the water and the land
Lots of working people and lots of working hands
From the sun and the air and the water and the land
Lots of working people and lots of working hands

Lettuce, where does it come from?
You find it near the pickle in a hamburger bun
Someone picks it from the ground
That's a lot of hard work and a lot of bending down

From the sun and the air and the water and the land
Lots of working people and lots of working hands
From the sun and the air and the water and the land
Lots of working people and lots of working hands

Peaches, where do they come from?
You find them in crates next to the plums
Someone picks a few from the tree
That's a lot of hard work that helps you and me.

WEEK 6

Stations

Station	Activities	Materials Writing tools at each station
Shared Reading	“The Bread Song”	<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"> ● “The Bread Song” child copies ● individual book bags ● pencils
Listening & Speaking	Talk, Draw, Talk	<ul style="list-style-type: none"> ● Week 6 image (people providing services) ● Week 6 prompt and recording sheet ● sand timers ● drawing tools
	Listen and Respond: <i>Bippity Bop Barbershop</i>	<ul style="list-style-type: none"> ● audio recording and technology ● <i>Bippity Bop Barbershop</i> book ● <i>Bippity Bop...</i> conversation prompts
Vocabulary	Draw for Meaning <i>ship, transport, deliver, load, container, purchase</i>	<ul style="list-style-type: none"> ● Week 5 Weekly Words cards ● Draw for Meaning sheets
Science Literacy	How do people engineer ways to grow plants in places with short growing seasons? Filling in weather calendar	<ul style="list-style-type: none"> ● Week 6 prompts, printed as stickers or copied and cut apart, with glue sticks ● science journals ● colored pencils and pencils
Word Work (align with phonics program)	Fluent Reader’s Challenge	<ul style="list-style-type: none"> ● Week 6 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 6 Say It, Build It, Write It sheets ● letter tiles ● Say It, Build It, Write It directions card
	Blend Sort	<ul style="list-style-type: none"> ● Week 6 Blend Sort sheets ● scissors and glue ● Sort directions card

Name: _____

Fluent Reader's Challenge

Ben twists off **many** lids.

They can rest **and** get **some** drinks.

Get **some** stamps **now**.

You can chop the stump down.

The tot crept to **her** dad.

How did **the** skunks smell?

The skunk stinks!

I sat **down** on **the** clump of grass.

How many pranks did **they do**?



Minutes:

Skills

Recognize and read grade-appropriate irregularly spelled words.

Word Work Station U3 W6

Read with sufficient accuracy and fluency to support comprehension.

Name: _____

Say It	Build It	Write It
how		<hr/> <hr/> <hr/>
down		<hr/> <hr/> <hr/>
now		<hr/> <hr/> <hr/>
any		<hr/> <hr/> <hr/>
many		<hr/> <hr/> <hr/>

Say It	Build It	Write It
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over		<hr/> <hr style="border-top: 1px dashed;"/> <hr/>
number		<hr/> <hr style="border-top: 1px dashed;"/> <hr/>
each		<hr/> <hr style="border-top: 1px dashed;"/> <hr/>
between		<hr/> <hr style="border-top: 1px dashed;"/> <hr/>
see		<hr/> <hr style="border-top: 1px dashed;"/> <hr/>

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

Name: _____

Blend Sort

Cut the pictures apart. Name the pictures. Sort them out under the right blend.
Read the words. Write the words in the correct columns.

str	spl	tw

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

scr	spl	st

Word Bank		scrap	strip	strap
scrub	twist	twin	spring	splint
sprint	stop	stamp	twig	splat
spring	splash	split		



Talk, Draw, Talk Week 6



<https://gscsda.org/community-services>



<https://gscsda.org/community-services>

Listening & Speaking U3 W6.1

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 all the images. Talk with your partner about the services these people are providing in their communities. After you talk, draw someone who provides an important service in your community. Then talk with your partner about your drawings.



Bippity Bop Barbershop Conversation Prompts: Cut apart and provide with text and audio recording.

Question 1

Why is the barbershop an important place in this community? How do you know?

Bippity Bop Barbershop

Question 2

How do Miles' feelings change throughout the story? Why do they change?

Bippity Bop Barbershop

Week 6 Prompt

<p>How do people engineer ways to grow plants in places with short growing seasons?</p>	<p>Date: _____ Weather: _____ Temperature: _____</p>
<p>How do people engineer ways to grow plants in places with short growing seasons?</p>	<p>Date: _____ Weather: _____ Temperature: _____</p>
<p>How do people engineer ways to grow plants in places with short growing seasons?</p>	<p>Date: _____ Weather: _____ Temperature: _____</p>
<p>How do people engineer ways to grow plants in places with short growing seasons?</p>	<p>Date: _____ Weather: _____ Temperature: _____</p>
<p>How do people engineer ways to grow plants in places with short growing seasons?</p>	<p>Date: _____ Weather: _____ Temperature: _____</p>

WEEK 6 Lesson 1

Science and Engineering: Growing Seasons
 Children explore and discuss the changing seasons.

S & E Big Ideas	In Maine, we have a growing season. Plants need certain elements to grow which are not present in each season we experience in the Northeast. Places with warmer climates have longer growing seasons.
S & E Guiding Question	Why don't plants grow in the winter? What does plant growth look like in each season? Why do warmer climates have longer growing seasons?
Content Objective	I can use what I know about the climate in Maine to discuss the different seasons (1-ESS1-1, 1-ESS1-2)
Vocabulary	<p>crops: groups of plants that are grown on a farm</p> <p>climate: the temperatures in a location</p> <p>season: winter, spring, summer, fall-the environmental and weather changes that happen at certain times of the year.</p> <p>growing season: The time in which crops can be planted and grown.</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Climate Map ● Changing Seasons, one per child Assemble books. ● Season Sort Cards, one set per child ● Here Come the Seasons song
Opening 5 minutes	<p style="text-align: center;"><i>Which season is it right now? How do you know?</i></p> <p>Invite responses. Explain that Maine has 4 seasons. With each season comes different weather because of the climate in our region. Show the climate map. Maine has a short growing season compared to places with warmer climates like Florida, California, and Texas.</p>
Investigation and Discussion 20 minutes	<p>Read the Changing Seasons text, together as a whole group.</p> <p>Have the children complete the Season sort. They will cut and glue the cards into each season's row on the sort page.</p>

	As a whole group, contrast the weather and plant growth for each season.
Closing 5 minutes	Conclude with the lesson with the Here Comes the Seasons song.
Standards	1-ESS1-1 Use observations of the sun, moon, and stars to describe patterns that can be predicted. 1-ESS1-2 Make observations at different times of the year to relate the amount of daylight to the time of year.
Ongoing assessment	What do children understand about how plants grow?

Notes

LEVELLED BOOK • F

Changing Seasons



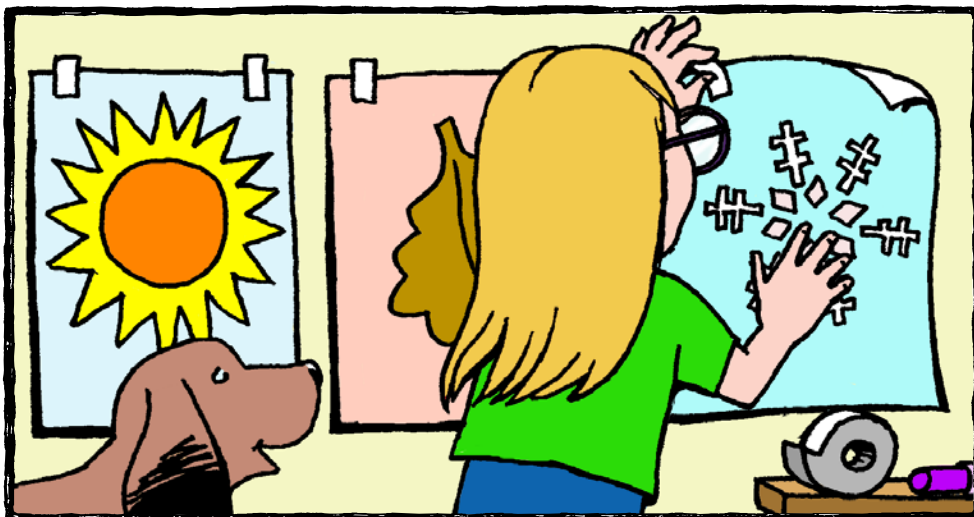
Written by Cheryl Ryan • Illustrated by Dominic Catalano

BRITISH ENGLISH

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Changing Seasons

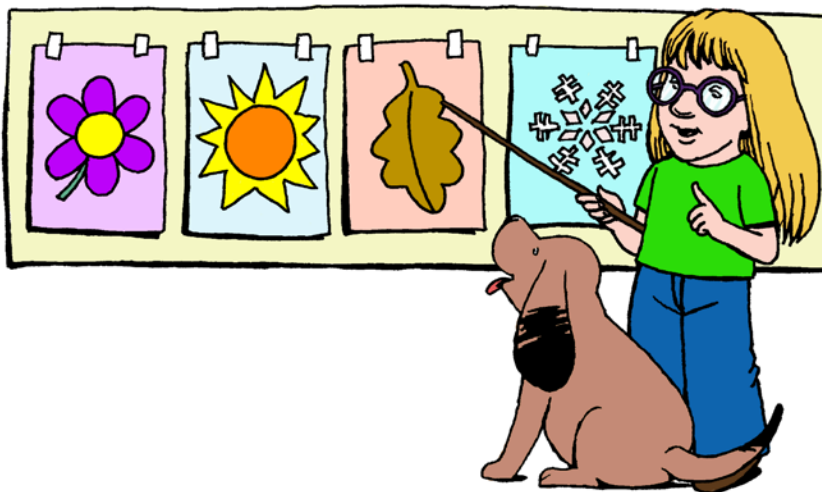
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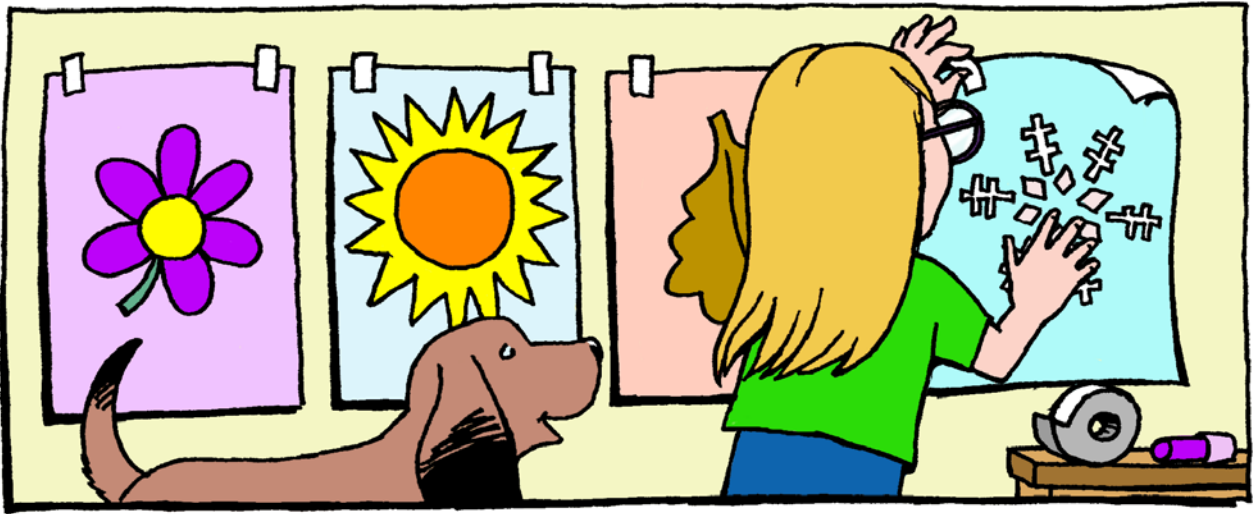
Changing Seasons



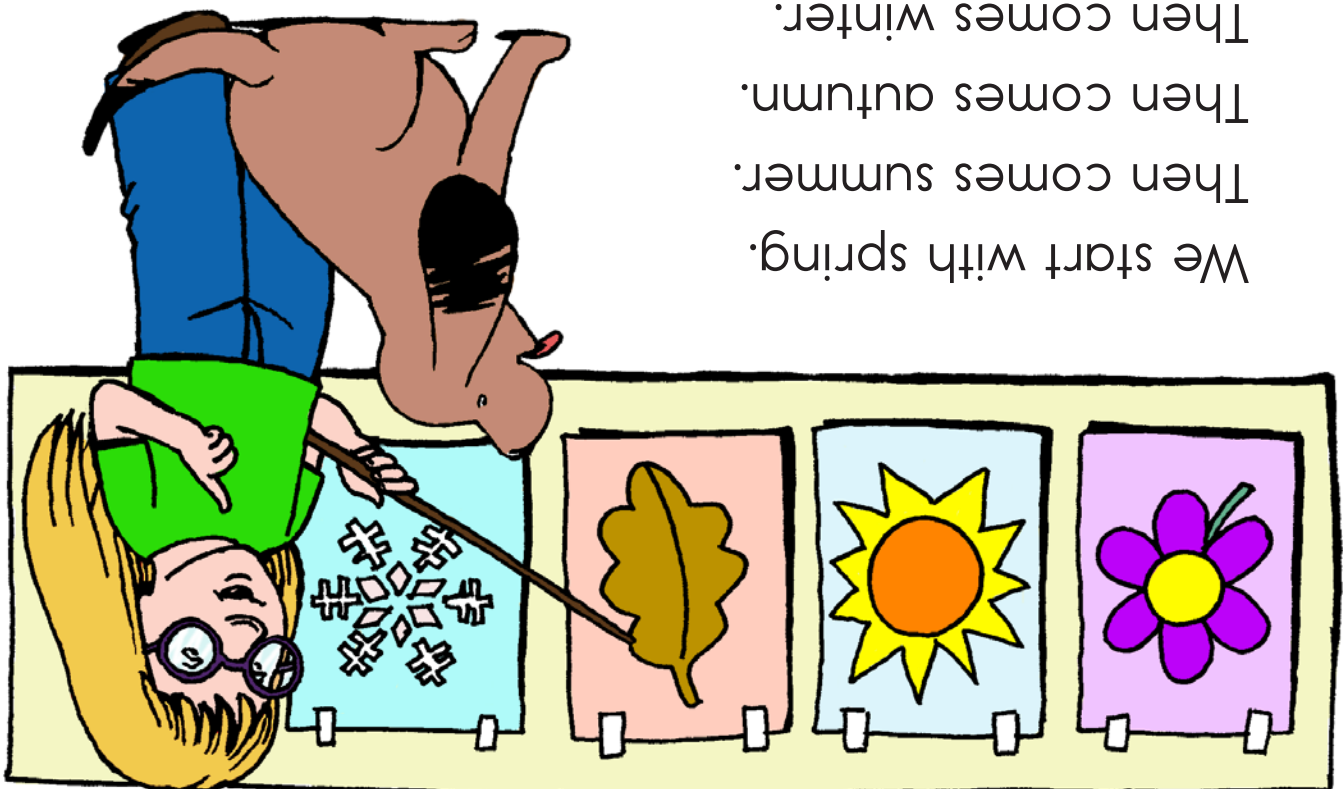
Written by Cheryl Ryan
Illustrated by Dominic Catalano

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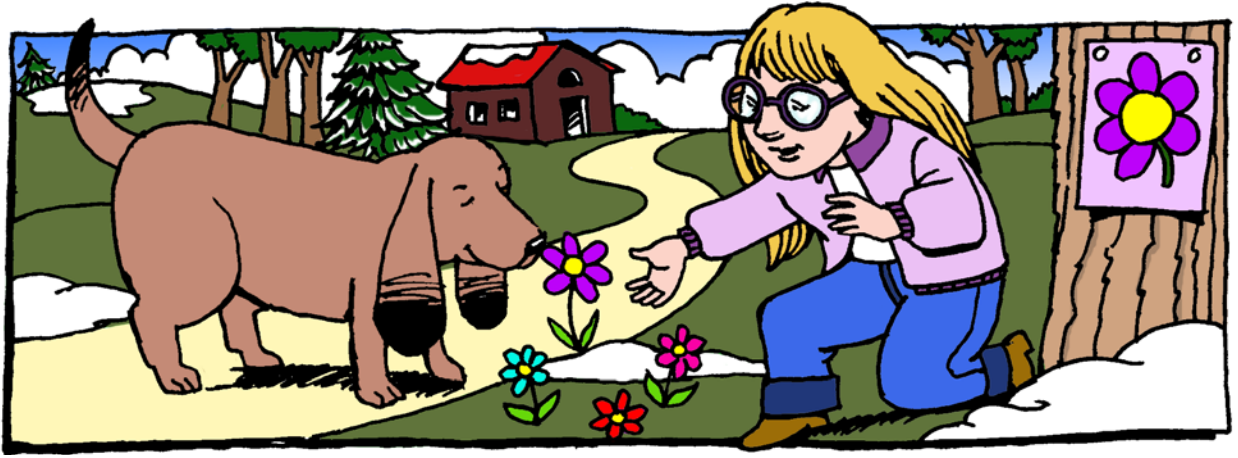
Changing Seasons
Level F Levelled Book
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Illustrated by Dominic Catalano
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I live where the weather changes during the year.
 It changes with each season.
 We have four seasons.



We start with spring.
 Then comes summer.
 Then comes autumn.
 Then comes winter.



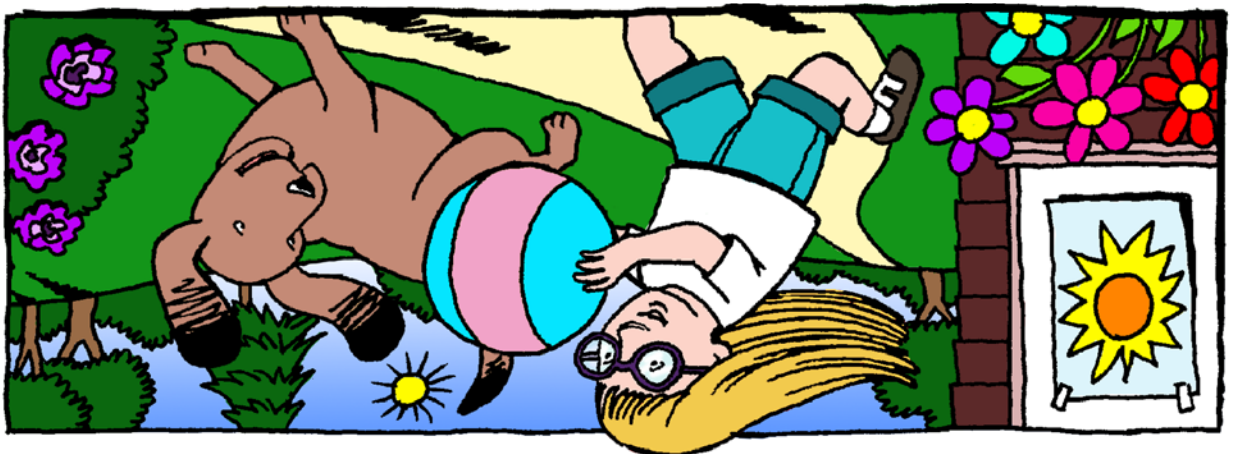
It is spring and the snow melts.
It gets warmer and plants begin to grow.
The days get longer and the nights get shorter.
I wear my jacket.

Changing Seasons • Level F

5

9

It is summer.
It gets hot and the plants grow bigger.
The days are long and the nights are short.
I wear my shorts.





It is autumn.

It gets cooler and the plants stop growing.

The days get shorter and the nights get longer.

I wear my jumper.



It is winter.

It is cold and many plants die.

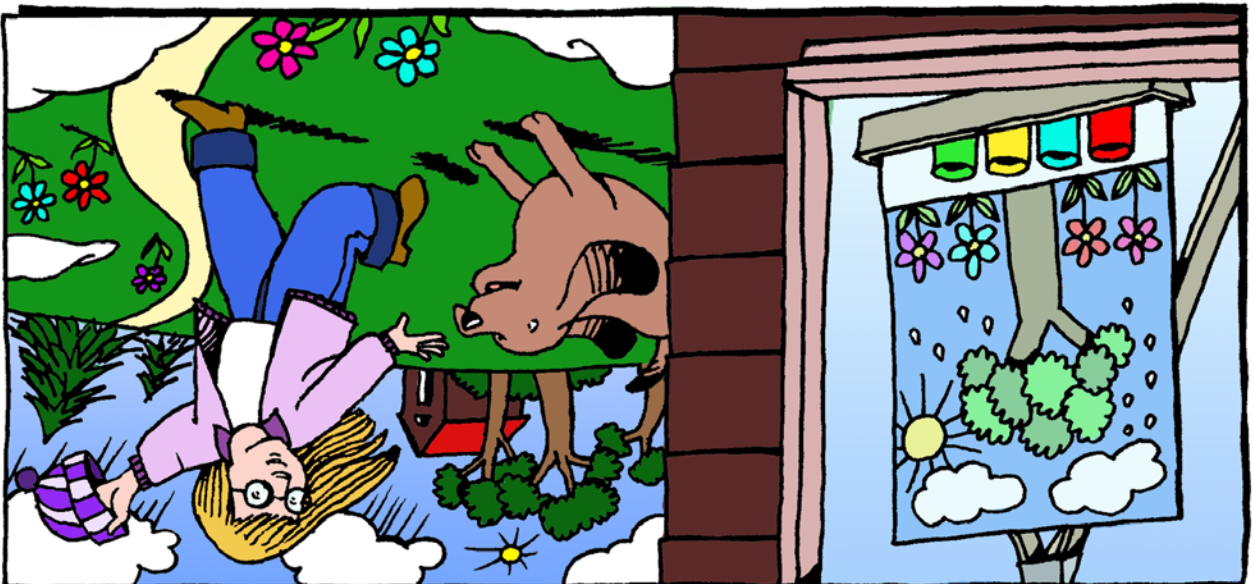
The snow begins to fall and the days are short.

I wear my coat.



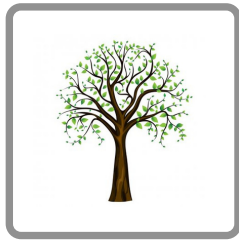
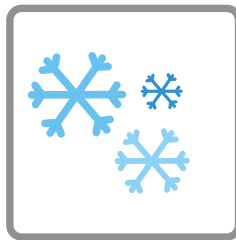
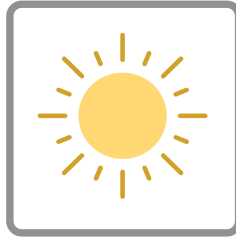
The weather has changed with each season.
It got warmer and warmer.
The days got longer and longer.
Then it got cooler and cooler.
The days got shorter and shorter.

Next, I will see spring again.
The cycle will start again.



Season Sort Cards

Cut, sort, and glue these season cards in the correct season.



Name :

Seasons Sort

Weather

Plants

Spring	Plants begin to grow.		
Summer	Plants are full grown.		
Fall	Plants start to die.		
Winter	Plants do not grow.		

WEEK 6 Lesson 2

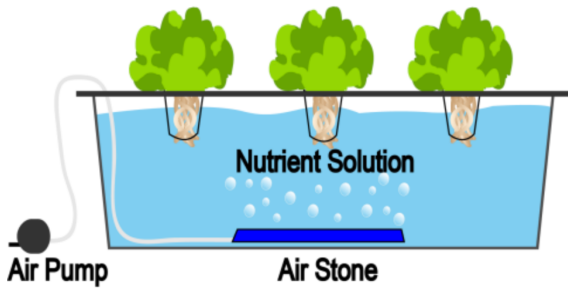
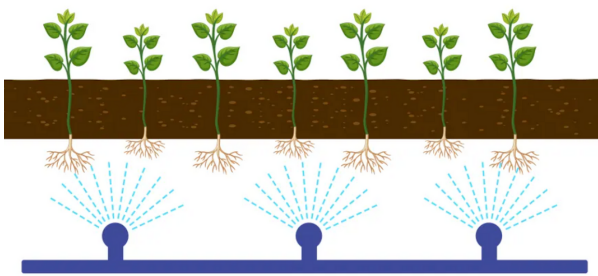
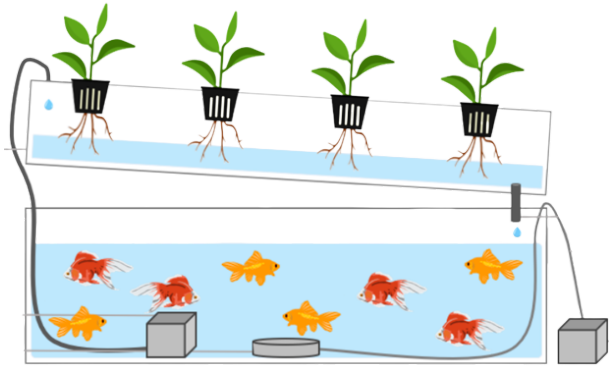
Science and Engineering: Alternative Farming Methods
 Children investigate various methods of growing plants with short growing seasons.

S & E Big Ideas	There are different ways to grow plants in places with short growing seasons. All plants need nutrients, light, and air to grow but how the plant gets those can differ.
S & E Guiding Question	What other farming methods are used to grow plants?
Content Objective	I can define and discuss different farming methods. (1-ESS1-2, Standard 6)
Vocabulary	<p>vertical farming: is the agricultural process in which crops are grown on top of each other, rather than in traditional, horizontal rows.</p> <p>hydroponics: A way to grow plants using only air and water without soil.</p> <p>aquaponics: Nutrient-rich water from fish waste is used to grow plants without using soil.</p> <p>aeroponics: A way to grow plants without soil. Plant roots hang in the air and are misted with nutrient-rich water</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <u>Ways to Grow Plants in Short Growing Seasons</u> slides and videos ● <u>Definition sheet</u>, one per child ● scissors, one per child ● glue or glue stick, one per child
Opening 1 minute	<i>Today we will learn about different ways that people farm. We know that Maine has a short growing season. There are new ways of farming to help people have access to fresh fruits and vegetables, even in places with short growing seasons.</i>
Investigation and Discussion 25 minutes	Display the slides and read the information. Have the children make observations about the visuals. Make connections to the names of the farming techniques and the definitions of the prefixes. There is a short

	<p>video on the last slide. The video details a new aquaponic vertical farm being built in Westbrook, Maine. Explain to the children that Westbrook is a city in Cumberland County, Maine. Ask:</p> <p><i>What are the benefits of vertical farming in Maine?</i></p> <p>Harvest some of the children’s ideas and affirm their observations.</p> <p>Distribute glue, scissors, and Definition sheet. Children will work in pairs to match the labels and definitions to the pictures.</p>
<p>Closing 5 minutes</p>	<p><i>How does the farming resource, like the one they are building in Westbrook, help people in Maine?... Yes, this resource helps people have access to fresh lettuce all year long. Fresh food is an important resource in our community.</i></p>
<p>Standards</p>	<p>1-ESS1-2: Make observations at different times of the year to relate the amount of daylight to the time of year.</p> <p>Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>
<p>Ongoing assessment</p>	<p>What do children understand about how plants grow?</p>

Notes

Name: _____



Cut out each rectangle. Glue each label and definition in the box next to the correct picture.

Hydroponics

Aeroponics

Aquaponics

Water

Water

Air

WEEK 6 Studios



What services do people provide and use?

All studio spaces and materials are open for children to use as needed toward their market projects. Additional activities might be continued to support market building; connect these to project work. The Science and Engineering Studio is also dedicated to developing and realizing the Our Markets Project for Weeks 6-8, while children can continue to make, discuss, and record observations of plant growth and of the sky (weather).

<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>People’s skills, knowledge, and talents are resources that contribute to the marketplace.</p> <p>The consumer choices people make can contribute to our communities.</p>
<p>Materials and Preparation</p>	<p>Continue to refer to the Our Markets Project introduction.</p> <ul style="list-style-type: none"> ● Business Plans for each group, from Week 5 ● Business Plans Page 2, one copy for each group ● Our Markets Project Plan, from Week 5 ● trays, baskets, bins, boxes, or shelves to keep each group’s materials organized <p>Note: For Weeks 6-8, children will be using Business Plans (in place of the Studios Planner and Studios prompts), and teachers can take notes in the spaces below (rather than on Studios observation sheets).</p> <p>Review each group’s business plan and children’s work from the previous week; plan to support each group with needed feedback, guidance, and materials.</p>

	<p>Consider which whole group conversations need to be revisited from Week 5 in order to gird the project work going forward (Introducing the project, Taking surveys, Establishing businesses and groups and Completing the Project Plan, Writing Business Plans, and Establishing money).</p>
Opening	<p><i>This week we are continuing to develop our market stalls! You have a new page to complete for your business plans. This will help you organize your work and make sure you are getting to all the important parts of building your business.</i></p> <p>Walk through the Business Plan, Page 2 and answer questions.</p> <p>With the whole group, look again at the Project Plan. Determine what tasks need to happen collectively (such as creating money) and check off any that are complete. Have each group report on their next steps. Dismiss children to work.</p>
Facilitation	<p>Circulate as children work. Encourage them to refer back to their business plans to guide their efforts. Encourage children to access the materials they need from any studio space and to keep their work organized.</p> <p>Listen in, observe, and take notes about children’s ideas. Use these notes to plan for the development of each market stall and of the whole class project.</p>
Closing Studios	<p>Use Thinking and Feedback sessions to review Business Plans.</p> <p>Check in with each group about their progress and materials needed for ongoing work.</p> <p>Check off any whole group tasks that have been completed on the bottom of the class Project Plan.</p>

<p>Market Group 1:</p> <hr/>	<p>Progress notes and needs; feedback provided:</p>
<p>Market Group 2:</p> <hr/>	<p>Progress notes and needs; feedback provided:</p>

<p>Market Group 3:</p> <hr/>	<p>Progress notes and needs; feedback provided:</p>
<p>Market Group 4:</p> <hr/>	<p>Progress notes and needs; feedback provided:</p>

<p>Market Group 5:</p> <hr/>	<p>Progress notes and needs; feedback provided:</p>
<p>Market Group 6:</p> <hr/>	<p>Progress notes and needs; feedback provided:</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 project-specific standards.</p> <p><u>Our Markets Project</u></p> <p>Civics 1. Demonstrate understanding of the benefits of being part of a group and explain what it means to be a member of a group; follow the group’s rules, limits, responsibilities and expectations, and explain reasons for rules to others.</p> <p>Civics 2. Investigate the various roles that members of a group play and explain how those roles contribute to achieving a common goal.</p> <p>Economics 22. Explain what it means to be employed and define the terms <i>income</i>, <i>wages</i>, and <i>salary</i>.</p> <p>Economics 23. Give examples of products (goods) that people buy and use.</p> <p>Economics 24. Give examples of services people do for each other.</p> <p>SA 4.3. Identify interests, motivators and aspirations. Demonstrate self-efficacy and confidence.</p> <p>SA 5.1. Demonstrate awareness of self as a member of a family, culture, and community. Identify systems of support.</p> <p>SM 3.1. Demonstrate ability in preventing, managing, and resolving conflicts in constructive ways.</p> <p>SR 2.1. Develop rewarding positive relationships and work collaboratively with others.</p> <p>SR 4.1. Demonstrate consideration of others. Contribute to the well-being of the school and community with voice and active participation.</p> <p>Math 1.MD.D.5 Identify the value of all U.S. coins and know their comparative values (e.g., a dime is of greater value than a nickel). Find equivalent values (e.g., a nickel is equivalent to five pennies). Use appropriate notation (e.g., 69c). Use the values of coins in the solutions of problems (up to 100c).</p>
----------------------------------	--

Our Markets Project **Business Plan** Page 2

Names: _____

Market name:

What signs do you need to create?

What do you need to make for your market stall?
Think about the entrance, shelves, containers, cash register, and seating.

Goods	Services																				
<p>What goods do you need to make?</p>	<p>What tools do you need to make?</p>																				
<p>What are your prices?</p> <table border="0"> <thead> <tr> <th data-bbox="191 893 787 933">Good</th> <th data-bbox="787 893 1050 933">Price</th> </tr> </thead> <tbody> <tr> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> </tbody> </table>	Good	Price	_____	_____	_____	_____	_____	_____	_____	_____	<p>What are your prices?</p> <table border="0"> <thead> <tr> <th data-bbox="1050 893 1648 933">Service</th> <th data-bbox="1648 893 1904 933">Price</th> </tr> </thead> <tbody> <tr> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> </tbody> </table>	Service	Price	_____	_____	_____	_____	_____	_____	_____	_____
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WEEK 6 Days 1-2

Writing Biography

Joint Construction: Interviews
 Individual Construction
 continued from Week 5, Day 5

Content Objectives	<p>I can conduct research for a biography by interviewing a community member. (W.1.3, W.1.7, W.1.8)</p> <p>I can communicate about resources in our community using the structure and language of a particular genre. (W.1.1/2/3/3a, W.1.4, W.1.10)</p>
Language Objective	I can ask questions to get more information. (SL.1.3)
Vocabulary	interview: to ask someone questions to get information
Materials and Preparation	<ul style="list-style-type: none"> ● Biography Interviews chart, from Week 5 ● Interview Questions, from Week 5, Day 5 <p>For interviewing</p> <ul style="list-style-type: none"> ● research sheets: small sheets of paper (half or quarter sheets of blank paper, sticky notes, or another small paper), for recording interview information, enough copies for each child to have about ten ● clipboard and pencil, one for each child in the interview group ● video/audio recording equipment <p>Plan to record interviews for children’s future reference. Documenting the interview in other ways could also be helpful, such as having an adult take notes (in addition to the children), and having the interviewee respond to the interview questions in writing.</p> <ul style="list-style-type: none"> ● children’s writing folders <p>For individual construction:</p> <ul style="list-style-type: none"> ● drawing and writing tools

	<ul style="list-style-type: none"> ● children’s writing notebooks ● anchor charts for previously-studied genres: Procedure, Personal Recount, Report, Argument
Opening 3 minutes	<p><i>Today we will continue interviewing and writing individually.</i></p> <p>Review the Biography Interviews chart.</p>
Individual Construction 26 minutes, concurrent with Interviews	<p>Briefly reintroduce individual construction, referring to the genre anchor charts as necessary to remind children of their genre choices. Children who began individual construction on Week 5, Day 5 should continue their work.</p> <p><i>Take some time to think about what you will write today. Then tell your plan to your partner.</i></p> <p>After children have shared their ideas, send them with writing tools and notebooks to write.</p>
Interviews 26 minutes, concurrent with Individual Construction	<p>With adult support, guide children to conduct interviews and take notes about their findings, according to the plans made on Week 5, Day 5. Be sure to record the interview, with either video or audio, for children to revisit as they write.</p> <p>During the interview, guide children to ask additional questions to clarify or get more information about what they hear.</p>
Closing 1 minute	<p>Day 1:</p> <p><i>Today we continued interviewing and writing individually. We will continue this work tomorrow.</i></p> <p>Day 2:</p> <p><i>Today we completed our interviews! Tomorrow we will sort our research so that we can begin writing.</i></p>
Standards (Boston)	<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.1.4. Produce writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.1.7. Participate in shared research and writing projects (e.g., explore a number of how-to books on a given topic and use them to write a sequence of instructions).</p> <p>W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>W.1.10. Write routinely for a range of tasks, purposes, and audiences.</p>

	<p>SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>
<p>Ongoing assessment</p>	<p>Reflect on the interview.</p> <ul style="list-style-type: none"> How comfortable are children asking questions? Do they ask additional questions to get more information? Do they record accurate information? What support did they require? What adjustments might need to be made before the next interview? <p>Review children’s writing notebooks.</p> <ul style="list-style-type: none"> In which genres do they write? How does their writing reflect understanding of the purpose, structure, and language of that genre? Do children communicate unit understandings?

Notes

WEEK 6 Day 3

Writing Biography
Individual Construction: Sorting Research and Writing Orientations

Content Objectives	<p>I can sort information from an interview according to the stages of biography. (W.1.3)</p> <p>I can use research to write a biography. (W.1.3, W.1.4, W.1.7, W.1.8)</p>
Language Objective	With my group, I can review research and recount information related to a particular stage of biography. (SL.1.1a)
Vocabulary	<p>research: to get information about something</p> <p>interview: to ask someone questions to get information</p> <p>biography: a genre of writing whose purpose is to tell a person’s life story</p> <p>orientation: in a biography, the text that introduces the person and his/her significance</p> <p>record of events: things that happened that helped develop the person’s identity</p> <p>conclusion: the end</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Biography Stages sheet, one copy for each group ● children’s writing folders, including research sheets <p>Before the lesson, choose one child’s collection of research sheets for modeling.</p> <ul style="list-style-type: none"> ● Biography anchor chart, for children’s reference ● drawing and writing tools ● children’s writing notebooks ● Biography Observation Tool, one copy for each child
Opening 1 minute	<i>Each group has now researched the person they are writing about by conducting an interview. Today you will sort the information you gathered from your interview, and you will begin to write your biographies.</i>
Modeling	Show the Biography Stages sheet.

<p>8 minutes</p>	<p><i>Each group will have a paper like this, with the stages of biography. You are going to review each of your note pages and decide if the information belongs in the orientation, record of events, or conclusion. Then you will mark the paper with an <u>O</u> for orientation, <u>R</u> for record of events, or <u>C</u> for conclusion. Let's try a few together.</i></p> <p>Read one of the presenting child's research sheets. Talk together as a class about whether it contains information that fits with the orientation, record of events, or conclusion. For example, information about when the person was born should be labeled with O, for orientation. Events from the person's life that led up to his current service role should be labeled R, for record of events. Refer back to the Biography anchor chart and <i>Snowflake Bentley</i> as needed to review the stages of biography.</p> <p>Repeat the process with more of this child's research sheets, until children understand what to do.</p>
<p>Individual Construction 10 minutes</p>	<p><i>Now you will do the same thing with your research sheets. Go through them one by one and label them as information that belongs in the orientation, record of events, or conclusion. Talk to the other members of your group if you get stuck.</i></p> <p>As children work, circulate to support them.</p>
<p>Individual Construction 10 minutes</p>	<p>After children finish sorting their research, draw children's attention back to the whole group.</p> <p><i>For the rest of this week, you will use your research to write biographies. Your biographies will be available for families and other community members to learn more about people who provide services in our community.</i></p> <p><i>As you turn your research into writing, you will use a similar process to when you used research to write reports.</i></p> <p><i>Today you will begin your orientation.</i></p> <p>Point to Orientation on the Biography Stages sheet.</p> <p><i>Then you will find all of your research sheets labeled <u>O</u>, for orientation.</i></p> <p><i>With your group, you will discuss the information on your research sheets that you labeled as belonging in the orientation. After you identify and discuss the information, you will be ready to write.</i></p> <p>Ensure that children are clear about the process of identifying and</p>

	<p>discussing information before writing. Then send groups with research sheets, drawing and writing tools, and writing notebooks.</p> <p>Circulate to support groups as they discuss their research. Support individual children as they begin writing orientations; take notes on the Biography Observation Tools.</p> <p>Note: Children may be illustrating their biographies in different ways. If they are able to get photographs from the interviewees, these photographs can be used as illustrations. Otherwise, children can draw their own illustrations.</p>
<p>Closing 1 minute</p>	<p><i>Today you sorted your research by biography stages. Then you used your research to write your orientation. Tomorrow you will begin to write the record of events.</i></p>
<p>Standards (Boston)</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.1.4. Produce writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.1.7. Participate in shared research and writing projects (e.g., explore a number of how-to books on a given topic and use them to write a sequence of instructions).</p> <p>W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</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>Ongoing assessment</p>	<p>Reflect on the lesson. Do children accurately identify the information that belongs in each stage of biography?</p> <p>Reflect on small group discussions. Do children identify and discuss research before writing? What supports will they need as they continue to turn research into writing?</p> <p>As children write, circulate and take notes on the Biography Observation Tool. After Writing, gather children’s notebooks. Analyze their work and note any trends that are emerging. Plan to address these trends on Day 5 and Week 7, Days 1-2, or when planning for revisions in Week 8.</p>

Notes

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Biography Stages



Orientation



Record of events



Conclusion

Biography Observation Tool

Child's Name: _____

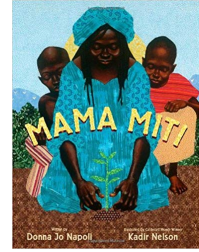
	Yes, date observed and notes	Not Yet, notes and next steps
Structure		
Orientation: introduces the subject of the biography and the significance the author wants to communicate		
Record of Events: events are in sequence and relate to the person's significance		
Conclusion: communicates the significance of the subject of the biography		
Title: is informative (previews the topic) and enticing (draws the reader in)		

	Yes, date observed and notes	Not Yet, notes and next steps
Language		
Adverbial Phrases of Time: introduces new events with phrases that indicate when they happened (rather than using "First," "Then," "Next," etc.)		
Verbs: uses verbs related to the topic; uses past tense verbs to retell events and ends with present tense verbs		
Conventions: List 1-2 areas of instruction that would most greatly improve the child's ability to communicate with an audience, for example: encoding sounds, writing high-frequency words, putting spaces between words.		

Suggestions for Week 8 revisions, based on observations

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WEEK 6 Day 4



Writing Biography

Deconstruction: Phrases of Time
Individual Construction: Record of Events

Content Objective	I can use research to write a biography. (W.1.3, W.1.4, W.1.7, W.1.8, History 18)
Language Objectives	With my group, I can review research and recount information related to a particular stage of biography. (SL.1.1a) I can introduce events using phrases of time. (L.1.1g)
Vocabulary	<p>record of events: things that happened that helped develop the person’s identity</p> <p>biography: a genre of writing whose purpose is to tell a person’s life story</p> <p>adverb: a word or phrase used to describe a verb</p> <p>phrase of time: a group of words that indicates when something happened</p> <p>research: to get information about something</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Phrases of Time slides ● projector and screen ● <i>Mama Miti</i>, Donna Jo Napoli Flag pages 1, 3, and 7 for use during the lesson. ● Biography anchor chart image: phrases of time Cut out the image. ● Biography anchor chart, from Week 5, Day 4 Below Stages, add Language. ● Biography Stages sheets, from Day 3 ● children’s writing folders, including research sheets ● drawing and writing tools ● children’s writing notebooks ● Biography Observation Tools, from Day 3

<p>Opening 1 minute</p>	<p><i>Today you will begin writing the record of events for your biography. But first we will review a language feature we learned about when we first learned about personal recount: phrases of time.</i></p>
<p>Deconstruction 12 minutes</p>	<p><i>Remember, phrases of time are adverbs used to describe when something happened. They use precise language to introduce new events, giving more information than words such as “then” and “next.”</i></p> <p><i>Today we will go back to a book we read in Unit 1: Mama Miti, a biography of Wangari Maathai. As we read, listen to the phrases the author, Donna Jo Napoli, uses to introduce when events happen.</i></p>
<p>slide 1</p>	<p>Read slide 1. <i>Which phrases of time did you hear on this page?</i> Reread the page as necessary.</p>
<p>slide 2</p> <p><i>Mami Miti,</i> page 1</p>	<p><i>The first phrase of time on this page is “When Wangari grew up.”</i></p> <p>Show page 1. <i>The previous page includes the orientation to the biography and talks about when Wangari was born.</i></p> <p><i>Then the biography jumps way into the future and talks about Wangari as an adult. Donna Jo Napoli uses this phrase to let the reader know what part of Wangari’s life she is writing about.</i></p>
<p>slide 3</p>	<p><i>There is another phrase of time on this page.</i></p> <p><i>Donna Jo Napoli has already told us that Wangari was an adult at this time, but she uses another phrase to introduce the event when a woman comes to see her. She says “one day,” which tells us that it did not happen on a specific date that can be remembered, but rather that it happened one day when Wangari was an adult.</i></p>
<p>slide 4</p>	<p>Read slide 4. <i>Which phrase of time did you hear on this page?</i> Reread the page as necessary.</p>
<p>slide 5</p>	<p><i>This page has two phrases to introduce when the event happened. It says both “in the years to come,” which means it happened each year after the woman visited Wangari.</i></p> <p><i>The next phrase tells us when during the year the event happened: “when flowering season was over.” So, each year, when the plants were done flowering and grew fruit, the family ate the fruit and</i></p>

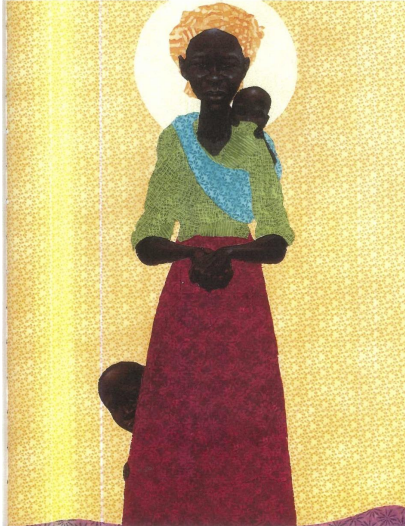
	<p><i>shared it with their friends.</i></p>
slide 6	<p><i>These are some of the phrases of time we picked out of Mango, Abuela, and Me.</i></p> <p><i>When you write the record of events for your biography, you will introduce each new event with a phrase of time, giving detailed information about when that event happened.</i></p> <p><i>Let's add phrases of time to our Biography anchor chart.</i> Attach the phrases of time card to the chart, under Language.</p>
<p>Individual Construction 8 minutes</p>	<p><i>Now you will begin writing your record of events. Before you write, you will find all of your research sheets labeled R, for record of events. With your group, you will discuss the information on your research sheets that you think belongs in the record of events. After you identify and discuss the information, you will be ready to write. Write each event on a new page, beginning with a phrase of time.</i></p> <p>Ensure that children are clear about the process of identifying and discussing information before writing. Then send groups with research sheets, drawing and writing tools, and writing notebooks.</p> <p>Circulate to support groups as they discuss research. Then, support children as they begin writing the record of events, taking notes on the Biography Observation Tools.</p>
<p>Closing 1 minute</p>	<p><i>Today you began writing the record of events. You will have three more days to continue writing this part of your biography.</i></p>
<p>Standards (Boston)</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.1.4. Produce writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.1.7. Participate in shared research and writing projects (e.g., explore a number of how-to books on a given topic and use them to write a sequence of instructions).</p> <p>W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>L.1.1g. Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.</p> <p>History 18. Recognize and document sequential patterns in seasonal events or personal experiences, using a calendar and words and phrases relating</p>

	<p>to chronology and time, (e.g., <i>in the past or future; present, past, and future tenses of verbs</i>).</p>
<p>Ongoing assessment</p>	<p>Reflect on the class discussion.</p> <ul style="list-style-type: none"> Do children identify the phrases of time? Do they understand how phrases of time function in biographies? <p>Reflect on small group discussions.</p> <ul style="list-style-type: none"> Do children identify and discuss research before writing? What supports will they need as they continue to turn research into writing? <p>As children write, circulate and take notes on the Biography Observation Tool. After Writing, gather children’s notebooks. Analyze their work and note any trends that are emerging. Plan to address these trends on Day 5 and Week 7, Days 1-2, or when planning for revisions in Week 8.</p>

Notes

Biography anchor chart images

language



when
Wangari
grew up

phrases of time: adverbs that describe when

Unit 3: Resources in Our Communities

WEEK 6 Day 5, continued on Week 7, Days 1-2

During Day 5 and on Week 7, Days 1-2 children continue to use interview research to independently write the orientation and record of events of their biographies. Children also give and receive feedback using Thinking and Feedback. In addition, children's writing is assessed using the Biography Observation Tool, and individual/small group/whole group lessons are added in response to children's needs.

Preparation:

Review children's Biography Observation Tools. Note any trends that are emerging. Plan for individual, small group, and whole group instruction based on these needs. Areas of need may include, but are not limited to, the following.

Writing Biography: (see the attached lessons for recommendations)

- turning research into writing
- orientation
- record of events
- phrases of time

Conventions: (no suggested lessons included)

- writing complete sentences
- including spaces between words in a sentence
- capitalization
- punctuation
- applying rules and strategies taught in Foundations (or similar program)

Writing Behaviors: (no suggested lessons included)

- using spelling strategies, such as tapping
- using environmental print and word walls for spelling
- re-reading own writing

Use the following sheet to plan instruction for Day 5. (Note that the work will continue on Week 7, Days 1-2, with a planning sheet located in that week.) Make additional copies as necessary to plan for multiple individual, small group, or whole group lessons.

Day 5

Target Students (individual, small group, or whole group?):

Topic:

Day 5

Target Students (individual, small group, or whole group?):

Topic:

Writing Biography

Review: Turning Research into Writing

Materials:

- Biography Stages sheet, from Day 3
- children's writing folders, including research sheets
- drawing and writing tools
- children's writing notebooks
- video/audio recordings of interviews
- equipment for playing video/audio

Process (small or whole group):

- Identify the stage (orientation or record of events) to be written.
- Locate all of the research sheets corresponding with that stage.
- Sit with a group to review the research sheets and discuss the information on them.
- Model orally rehearsing what you will write, based on the research. For example, "As a child, she played school with her friends."
- Have children turn to a partner and take turns orally rehearsing what they will write.
- Assist children as they communicate the information by writing sentences and drawing detailed illustrations (if they are not illustrating with photographs). Children may refer back to the video/audio recordings of the interviews to remember key details.

Writing Biography

Deconstruction and Revision: Orientation

Materials:

- Biography anchor chart, from Week 5, Day 4
- *Snowflake Bentley* chart, from Week 5, Day 1
- mentor text for biography: *Snowflake Bentley*, *Mama Miti*, or a child's writing that includes a strong orientation
- children's biographies

Process (small or whole group):

- Show the Biography anchor chart. Review the stages of biography.
- Show the *Snowflake Bentley* chart and review the parts of the orientation.
- Read the orientation of the mentor text.
- If the mentor text is a child's writing, together identify the orienting information: who the biography is about, when and where it happened, and what is significant about the person.
- Refer children back to the first page of their own writing. Have them identify the elements of orientation: who the biography is about, when it happened, where it happened, and why that person is important.
- If children identify that a piece is missing, have them work with a partner or with teacher guidance to add that information to the orientation.

Writing Biography

Deconstruction and Revision: Record of Events

Materials:

- Biography anchor chart, from Week 5, Day 4
- *Snowflake Bentley* chart, from Week 5, Day 1
- children's writing folders, including research sheets
- children's biographies

Process (small or whole group):

- Show the Biography anchor chart. Review the stages of biography.
- Show the *Snowflake Bentley* chart and review that the record of events includes events in a person's life that relate to the significant thing the biography is communicating.
- Have children review their research sheets.
- Guide children to revise their record of events to include all events related to the person's significance, in order.

Writing Biography

Deconstruction and Revision: Phrases of Time

Materials:

- Biography anchor chart, from Week 5, Day 4
- Phrases of Time slides, from Day 4
- *Snowflake Bentley*
Flag the following pages for practice identifying phrases of time: 1, 6-7, 9, 10, 16-17, 25, 26.
- children's biographies

Process (small or whole group):

- Show the Biography anchor chart and review how phrases of time work in biographies.
- Use the Phrases of Time slides to review examples of phrases of time.
- For more practice, read the flagged pages of *Snowflake Bentley* and have children identify phrases of time.
- Help children identify an event that does not begin with a phrase of time. Scaffold by asking children when that event happened and then identifying phrases of time to introduce the event.