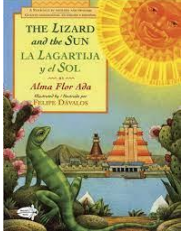





Unit 4: Communicating with Sound and Light WEEK 8 At a Glance

Weekly Question: How do new ideas contribute to our community?					
<p>Texts</p>  	<p>Vocabulary and Language</p> <p>Day 1: Introduce Weekly Words: senses, effect, amplify Day 2: Introduce Weekly Words: determine, warn, innovate Day 3: Vocabulary Review Day 4: Vocabulary Review Day 5: <i>no lesson; time used for Unit presentation and celebration</i></p> <p>Text Talk</p> <p>Day 1: <i>The Lizard and the Sun</i>, Read 2 Day 2: <i>The Lizard and the Sun</i>, Read 3 Day 3: <i>Follow the Moon Home</i>, Read 1 Day 4: <i>Follow the Moon Home</i>, Read 2 Day 5: Synthesis of Unit Ideas</p>				
	<p>Stations</p> <p>Shared Reading: “With My Own Two Hands” Independent and Partner Reading Listening & Speaking: Talk, Draw, Talk; Listen & Respond (<i>The Lizard and the Sun</i>) Science Literacy: What can we learn from all the data we collected in our observations of the sky? Vocabulary: Draw for Meaning Word Work: align with phonics program</p>				
<p>Mentor Texts</p>  	<table border="1" style="width: 100%;"> <tr> <td data-bbox="410 1350 800 1528"> <p>Science and Engineering</p> <p>Lesson 1: Synthesizing our Journal Work Lesson 2: Making Sundials</p> </td> <td data-bbox="808 1350 1424 1528"> <p>Studios</p> <p>Finalizing and preparing projects for presentation.</p> </td> </tr> <tr> <td colspan="2" data-bbox="410 1539 1424 1761"> <p>Writing: Explanation</p> <p>Days 1-2: Introduction to and Beginning Revising and Publishing Day 3: Publishing Day 4: Post-Assessment Day 5: Presentation and Celebration</p> </td> </tr> </table>	<p>Science and Engineering</p> <p>Lesson 1: Synthesizing our Journal Work Lesson 2: Making Sundials</p>	<p>Studios</p> <p>Finalizing and preparing projects for presentation.</p>	<p>Writing: Explanation</p> <p>Days 1-2: Introduction to and Beginning Revising and Publishing Day 3: Publishing Day 4: Post-Assessment Day 5: Presentation and Celebration</p>	
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At a Glance U4 W8

Unit 4: Communicating with Sound and Light

WEEK 8 Days 1 & 2

Vocabulary & Language
Weekly Words

Weekly Question	How do our new ideas contribute to our community?				
Language Objectives	I can talk with my classmates about words. (SL.1.1) I can connect words to my own real-life experiences. (L.5.1.c)				
Vocabulary	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #e0e0e0;">Day 1</td> </tr> <tr> <td> <p>senses: ways in which animals’ bodies collect information about the world</p> <p>effect: change that happens because of an action</p> <p>amplify: to increase the volume of sound, to make it louder</p> </td> </tr> <tr> <td style="background-color: #e0e0e0;">Day 2</td> </tr> <tr> <td> <p>determine: to discover or confirm something, usually with research</p> <p>warn: to signal a possible danger</p> <p>innovate: to make changes in something that already exists</p> </td> </tr> </table>	Day 1	<p>senses: ways in which animals’ bodies collect information about the world</p> <p>effect: change that happens because of an action</p> <p>amplify: to increase the volume of sound, to make it louder</p>	Day 2	<p>determine: to discover or confirm something, usually with research</p> <p>warn: to signal a possible danger</p> <p>innovate: to make changes in something that already exists</p>
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Day 2					
<p>determine: to discover or confirm something, usually with research</p> <p>warn: to signal a possible danger</p> <p>innovate: to make changes in something that already exists</p>					
Materials and Preparation	<ul style="list-style-type: none"> selected Weekly Words cards, from Weeks 1, 3, 4, 6, 7 				
Opening Day 1	<i>This week we’ll review Weekly Words we have already studied to understand them a little more deeply. We have classroom experiences to think about as we talk about the words. Today’s words are senses, effect, and amplify.</i>				
Day 2	<i>Let’s continue reviewing our words for this week. Today’s words are determine, warn, and innovate.</i>				

Vocabulary & Language U4 W8 D1 & D2

<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. The elaborations and prompts below are the same as those originally taught; add to them according to children’s specific classroom experiences during the unit of study.</p> <hr/> <p>senses Elaboration: <i>Our senses allow us to observe and understand the world. The ones we talk about most are hearing, sight, taste, smell, and touch. We also use the sense of balance.</i></p> <p>Think, Pair, Share prompt: <i>What do you notice about our classroom right now? Use at least two of your senses to collect information.</i></p> <hr/> <p>effect Elaboration: <i>When we push the first domino in a long row we produce an exciting effect: all the pieces fall one after the other.</i></p> <p>Think, Pair, Share prompt: <i>Today’s weather is _____. What effect does this weather have on people’s behaviors?</i></p> <hr/> <p>amplify Elaboration: <i>When people are demonstrating for change, they want everyone to hear them well. They might use megaphones to amplify their voices.</i></p> <p>Think, Pair, Share prompt: <i>Think of other situations in which people need to amplify their voices for everyone to hear them. When do you use a louder voice?</i></p>
<p>Day 2</p>	<p>determine Elaboration: <i>We can determine where a light or sound comes from—its source—by looking or listening. We can also determine the direction of the wind.</i></p> <p>Think, Pair, Share prompt: <i>Look at the image. Can you determine which direction the wind is coming from? What makes you say so?</i></p>

	<p>warn Elaboration: <i>At crosswalks we sometimes see signs with blinking lights to warn cars that people are about to cross the street. This tells them to slow down and stop.</i></p> <p>Think, Pair, Share prompt: <i>In what other ways can lights warn people?</i></p> <hr/> <p>innovate Elaboration: <i>Many people who are hard of hearing or deaf use a tool to help them hear. In the past, hearing aids were very big and people carried them in their hands. Doctors and engineers worked together to innovate. These days, hearing aids are very small, and people can wear them inside their ears.</i></p> <p>Think, Pair, Share prompt: <i>What is something you would like to innovate to make life easier?</i></p>
Closing	<i>This week, we're talking about how our new ideas contribute to our community. The words we're studying will help us to talk about the effect our innovations have in the communities we live in.</i>
Standards	<p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>L.5.1.c 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>

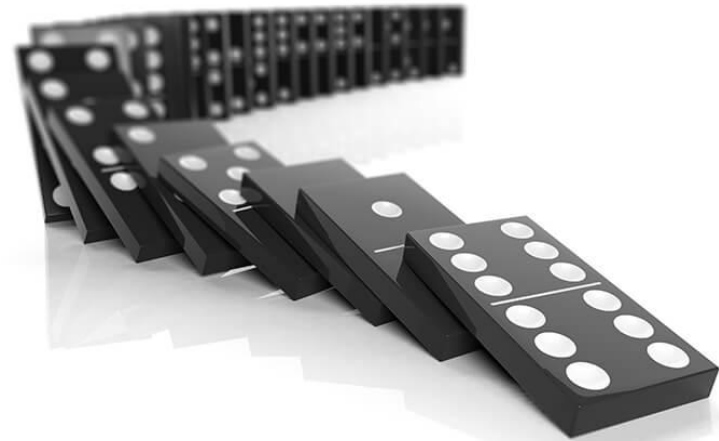
	Use of a strategy such as pulling equity (name) sticks supports the participation of all children. Even with this kind of strategy, some children will benefit from extra turns for verbal participation.
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Notes



senses

<https://en.wikipedia.org/wiki/Sense>



effect

<https://podiatry.com/news/228/The-Domino-Effect-Within-Practice-Management>

Weekly Words U4 W8

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



amplify

<https://www.wbur.org/radioboston/2018/03/15/goal-email>



determine

<https://www.stockfreeimages.com/5477794/Small-flag-flapping-on-wind.html>

Weekly Words U4 W8

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



warn

<https://www.youtube.com/watch?v=gCSSAzCuGvk>



innovate

eniorplanet.org/not-your-grandpas-a-hearing-aid-history/,
<https://www.retirementliving.com/hearing-aid-technology>

Weekly Words U4 W8

Weekly Words U4 W8

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

Unit 4: Communicating with Sound and Light

WEEK 8 Days 3 & 4

Vocabulary & Language
Vocabulary Review

Weekly Question	How do new ideas contribute to our community?
Language Objectives	I can act out the meanings of words. (L.4) I can connect words to my own real-life experiences. (L.5.1.c)
Vocabulary	In this lesson, words are selected from across the unit for further exploration. See Materials and Preparation.
Materials and Preparation	Review children’s vocabulary work: Draw for Meaning sheets, Carousel Brainstorm charts, notes from previous Vocabulary and Language lessons, and observational notes from other times of the day. Notice trends. Choose a small set of words with which children continue to demonstrate misunderstanding and that would benefit from whole class review. <ul style="list-style-type: none">Weekly Words cards pulled from previous weeks, as identified Have children sit in a large circle, with room in the center to act out scenarios related to the chosen words.
Opening	<i>Today we’re going to look at some more words we have seen before. We will review them again, and then we’ll act them out! This will help us make sure we know the meanings of important but sometimes confusing words.</i> <i>The words we’ll review today are _____.</i>
Discussion	Address one word at a time: Show the card, say the word, and review the definition. <i>When have we used this word in our study about communicating with sound and light?</i> <i>How could you act out this word to show what it means? What</i>

	<p><i>scene could you act out where this word would be important? Instead of telling what the word means, show it.</i></p> <p>Give children a moment to think and then to talk with partners about their ideas for acting out the word. Encourage them to think about scenarios involving more than one person, if appropriate.</p> <p>Solicit a child or small group of children to come to the center of the space and act out the word.</p> <p>Say the word again. Ask children to perform the word, and then solicit responses. <i>How did ____ show what this word means?</i></p> <p>If the meaning remains unclear, offer clarification.</p> <p>Repeat this process for each word chosen for review.</p>
Closing	<i>How does acting out words help us to understand them better?</i>
Standards	<p>L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>L.5.1.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>
Ongoing assessment	Watch how children enact words. Note how they respond to each other’s interpretations. Does acting out a word expand its meaning for and engage the interest of particular children?

Notes

WEEK 5 Day 5

Vocabulary & Language

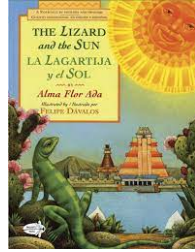
Carousel Brainstorm

Weekly Question	How do our new ideas contribute to our community?				
Language Objective	I can talk with my classmates about important vocabulary from our unit texts and big ideas. (SL.1.1)				
Vocabulary	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #cccccc;">Day 1</td> </tr> <tr> <td> <p>senses: ways in which animals’ bodies collect information about the world</p> <p>effect: change that happens because of an action</p> <p>amplify: to increase the volume of sound, to make it louder</p> </td> </tr> <tr> <td style="background-color: #cccccc;">Day 2</td> </tr> <tr> <td> <p>determine: to discover or confirm something, usually with research</p> <p>warn: to signal a possible danger</p> <p>innovate: to make changes in something that already exists</p> </td> </tr> </table>	Day 1	<p>senses: ways in which animals’ bodies collect information about the world</p> <p>effect: change that happens because of an action</p> <p>amplify: to increase the volume of sound, to make it louder</p>	Day 2	<p>determine: to discover or confirm something, usually with research</p> <p>warn: to signal a possible danger</p> <p>innovate: to make changes in something that already exists</p>
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<p>determine: to discover or confirm something, usually with research</p> <p>warn: to signal a possible danger</p> <p>innovate: to make changes in something that already exists</p>					
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 some of the things that happen at a market.</i>				
Key Activity	Show the vocabulary cards and review definitions for all of the Weekly Words, highlighting those selected for the Carousel Brainstorm.				

	<p>Talk briefly about some possibilities for recording understanding about one of the words.</p> <p>Direct each group to a particular paper and then begin the timer.</p> <p>Circulate as children work, noting their use and representation of each word.</p>
Closing	In the whole group, share the work from the papers, highlighting different ways of demonstrating word knowledge.
Standards	SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
Ongoing assessment	<p>As children work, circulate and take notes on the Carousel Brainstorm Assessment Tool to record children’s understanding, misconception, and use of vocabulary words. Use these to plan for reteaching and reinforcement.</p> <p>Listen to children’s conversations as they circulate. How do children participate?</p> <p>Review each sheet of chart paper. Do children’s drawings and writing reflect an understanding of the vocabulary words?</p>

Notes

Unit 4: Communicating with Sound and Light



WEEK 8 Day 1

Text Talk
The Lizard and the Sun
 Read 2 of 3

Big Ideas	<p>People innovate and invent to solve problems.</p> <p>People and other animals communicate with light and sound.</p>
Weekly Question	How do new ideas contribute to our community?
Content Objectives	<p>I can identify the elements of a folktale and determine the natural phenomenon it explains. (R.1.8.a, R.5.1.a)</p> <p>I can distinguish narration from dialogue and demonstrate my understanding by acting out parts of the story. (R.1.9.a)</p>
Language Objective	I can demonstrate understanding of key verbs and adjectives by acting out their meaning. (L.5.1.d)
Vocabulary	<p>anxiously: with worry</p> <p>barge: a flat-bottomed boat</p> <p>budge: to move</p> <p>discovery: the act of finding out or revealing</p> <p>scampering: to run with quick, light steps</p> <p>vendor: someone who sells goods or services</p>
Materials and Preparation	<p>Children will work in the same groups of three from the previous lesson.</p> <ul style="list-style-type: none"> ● <i>The Lizard and the Sun</i>, Alma Flor Ada ● Elements of a Folktale chart, from Unit 3, Week 8 <p>If this chart is no longer available, create a new one, as follows.</p>

Elements of a Folktale					
Title	Beginning Setting, Characters, and Events	Middle Problem	End Solution	Presence of Magical or Mystical Beings?	Central Message, Lesson, or Explanation of Phenomena
<i>The Lizard and the Sun</i>					

On the whiteboard write:
 How did the lack of sun affect the community?
 What natural phenomenon does this folktale explain?

Opening
5 minutes

Review the text and set a purpose.
Today we will reread our new folktale, The Lizard and the Sun, written by Alma Flor Ada and illustrated by Felipe Dávalos.

We have read folktales before. Which ones do you remember?

We know that folktales have certain elements. Do you remember any of them?

Refer to the Elements of Folktale chart. Recap the discussion from the previous lesson to identify the Beginning, Middle, and End of the story.

Set a purpose for the lesson.
We agreed that the problem was that the sun was hiding. When we reread today, we'll think carefully about how the lack of sun impacted the community.

We'll also reread to identify these other important elements of folktales: the presence of magic and explanation of natural phenomena. When you think we come to an element of magic as we are reading, put your thumb up.

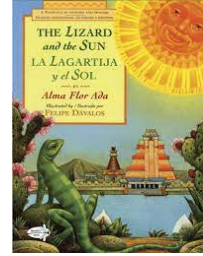
We're also going to act out the story as I read it; that will be fun and help you understand it more deeply.

<p>Text and Discussion 13 minutes</p> <p>page 1</p>	<p>As for Story Acting, have children sit in a circle so that the center of the area functions as a stage. At key events, move around the circle to invite children to act them out and extend the dialogue in the text.</p> <p><i>Sometimes stories are told in the first person by a character in the story. Here, the story is told by a narrator or storyteller. As we keep reading, notice when the story switches from the narrator’s voice to dialogue between the characters.</i></p>
<p>page 3</p>	<p>Invite children to act out how the birds, the adults, and the children are feeling.</p> <p><i>Who is telling the story here? The narrator, or characters inside the story?</i></p>
<p>pages 5-7</p>	<p>Invite children to act out the animals searching.</p>
<p>pages 9-11</p>	<p>Invite a child to act out the lizard’s journey.</p> <p><i>Who is telling the story here?</i></p>
<p>page 13</p>	<p><i>How does the lack of sun affect the people in the community? How are they acting, and why?</i></p> <p>Harvest a few responses, and then invite children to act out the people.</p>
<p>pages 15-27</p>	<p>Continue to invite children to act out key events.</p> <p><i>Throughout this folktale, the narrator is telling us the events. However, we hear the voices of the characters in the dialogue. At these points, their own words move the story along.</i></p> <p>When dialogue appears, pause to see if children notice, and model expressive reading with voice changes for different characters. Invite children to read or to create additional dialogue.</p>
<p>page 29</p>	<p><i>How does the lack of sun affect the community?</i></p> <p>Harvest responses, prompting children to refer to key details from the first paragraph. Then invite children to act out the exchange between the emperor and the sun.</p>
<p>page 33</p>	<p>After reading the page, invite a child to play the part of the emperor. Invite other children to suggest dialogue for the character based on the details in the text.</p> <p><i>Have you heard of La Danza del Sol, the Sun Dance? This folktale explains both a natural phenomenon and a cultural tradition. This dance that honors the sun and the traditions of the Aztec is still practiced by many people today!</i></p>

page 35	<p>Refer back to the Elements of a Folktale chart.</p> <p><i>What natural phenomenon does this folktale explain?</i></p> <p>Facilitate a brief discussion and record the phenomenon on the chart. [why lizards lie in the sun]</p>
<p>Key Discussion and Activity</p> <p>6 minutes</p>	<p>Continue working with the Elements of a Folktale chart.</p> <p><i>What were some elements of magic in this story?</i></p> <p>Harvest children’s ideas. Help children differentiate between magical elements, such as a sun hiding under a rock, from historical elements, such as the Aztec pyramids.</p> <p>Review how the story’s problem was resolved.</p> <p>Assign reporters, and send children back to their established groups of three.</p> <p><i>What do you think is the lesson or message of this folktale?</i></p> <p>As children share in the whole group, affirm multiple perspectives and evidence from the text without hinting at or naming a “correct” answer. This will be the focus of the next lesson.</p>
<p>Closing</p> <p>1 minute</p>	<p><i>Tomorrow we will continue to think about the message in this folktale.</i></p>
<p>Standards</p>	<p>R.5.1.a Retell texts, including details about who, what, when, where, and how; demonstrate an understanding of the theme.</p> <p>R.8.1.a Explain major differences between texts that tell stories and texts that give information, drawing on various text types.</p> <p>R.9.1.a Identify who is telling the story at various points in a text.</p> <p>L.5.1.d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during whole group conversations and Think, Triad, Share.</p> <p>Do children identify magic and the natural phenomenon that the tale explains?</p> <p>How do children demonstrate understanding through story acting?</p> <p>How do children demonstrate understanding of vocabulary in the story?</p> <p>Do children use key details to describe the ways the community was impacted by the hiding sun?</p> <p>How do children work collaboratively in triads?</p>

Unit 4: Communicating with Sound and Light

WEEK 8 Day 2



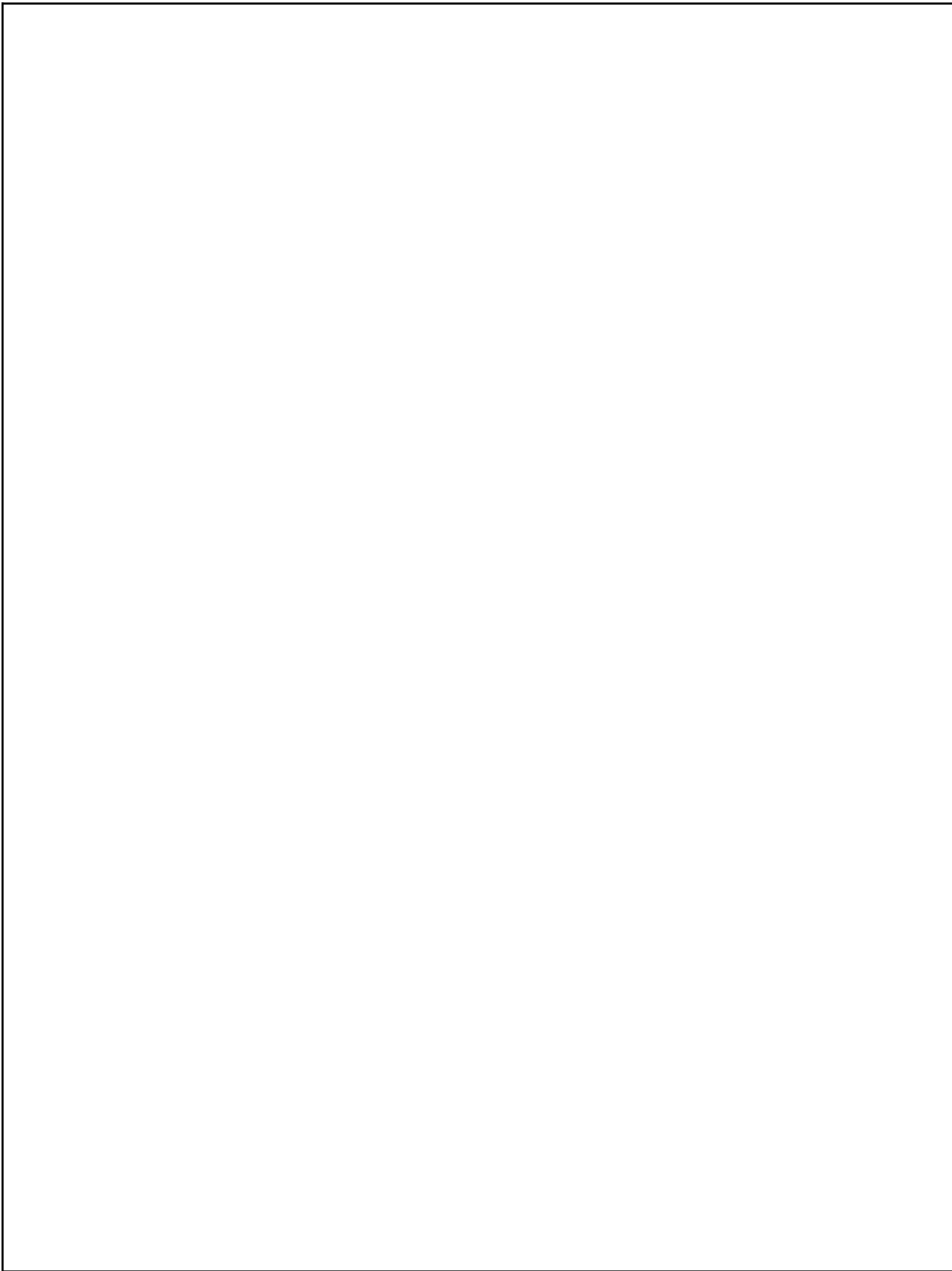
Text Talk
The Lizard and the Sun
 Read 3 of 3

Big Ideas	<p>People innovate and invent to solve problems.</p> <p>People and other animals communicate with light and sound.</p>
Weekly Question	How do new ideas contribute to our community?
Content Objective	<p>I can use key details to determine the central message of a folktale. (R.5.1.a)</p> <p>I can communicate an argument about a text through discussion and writing. (W.3.1.b, W.2)</p>
Language Objective	I can express my ideas about a text through an oral argument and a collaborative writing and drawing task. (SL.3.1.a, SL.3.1.b)
Vocabulary	<p>anxiously: with worry</p> <p>barge: a flat-bottomed boat</p> <p>budge: to move</p> <p>discovery: the act of finding out or revealing</p> <p>scampering: to run with quick, light steps</p> <p>vendor: someone who sells goods or services</p>
Materials and Preparation	<p>Children will work in the same groups of three from the previous lessons.</p> <ul style="list-style-type: none"> ● <i>The Lizard and the Sun</i>, Alma Flor Ada ● <i>The Lizard and the Sun</i> digital text with audio ● technology to play digital text, one for each small group <p>Cue up the story on each device.</p>

	<ul style="list-style-type: none"> ● Elements of a Folktale Chart from Day 1, completed for this text except the “Central message” ● large paper, such as half sheet of chart paper, one for each small group ● markers, 3 different colors for each small group <p>On the whiteboard or on chart paper write: What is the message in <u>The Lizard and the Sun</u>?</p> <p>Below this question write: Make a poster.</p> <ul style="list-style-type: none"> ● Use words, drawings, or both. ● Write your argument as a complete sentence. ● Include two examples to support your argument. <p>Decide how to present your poster.</p>
<p>Opening 2 minutes</p>	<p>Review the text and set a purpose. <i>We’ve been reading the folktale The Lizard in the Sun. Yesterday we began discussing the folktale’s message.</i></p> <p><i>Today, you will work in your small groups to determine what message you think this folktale teaches. Then you’ll craft an argument to convince others that the message you come up with is really what Alma Flor Ada intended.</i></p> <p><i>You’ll communicate your argument in the form of a poster.</i></p> <p>Refer to and read the guidelines on the board.</p> <p><i>How can each member of your group contribute to the poster?</i></p> <p>Harvest children’s ideas, and provide some suggestions such as: Every person can contribute ideas during the discussion. Each person shows their participation by drawing and writing in their specific color maker. Each person can take on a role such as Reporter, Writer, Illustrator.</p>
<p>Text and Discussion 4 minutes</p>	<p>Refer to the Elements of a Folktale Chart. <i>Before you begin working in your groups, let’s review the elements of this folktale that we’ve already identified.</i></p> <p>Invite children to read aloud each completed part of the chart.</p>
<p>Key Discussion and Activity 18 minutes</p>	<p>Move children to their small groups. Distribute technology so children can reference the text directly.</p> <p>After five minutes, prompt children to determine and agree on a central message if they have not yet done so. Invite them to begin working on their posters. Circulate with the book and help children navigate digitally to the</p>

	<p>examples that support their arguments. Encourage all children to participate equitably in discussion and in making posters.</p> <p>In the final five minutes, even if posters are not complete, pair groups to present their posters and arguments to each other.</p>
<p>Closing 1 minute</p>	<p>Refer again to the Elements of a Folktale Chart. <i>Your posters show several different messages in this folktale.</i></p> <p>Highlight the various messages children identified and themes that emerge among them, especially those that feature perseverance, teamwork, and the importance of the sun.</p> <p>If time permits, or during another time of day, provide opportunities for children to explore inventions and innovations from the Aztec Empire.</p>
<p>Standards</p>	<p>R.5.1.a Retell texts, including details about who, what, when, where, and how; demonstrate an understanding of the theme.</p> <p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details</p> <p>W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p> <p>SL.3.1.a Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.3.1.b Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during whole group discussion and to their conversations as they work in small groups.</p> <p>Do children use key details from the text to determine the central message?</p> <p>Do children provide examples that support their argument?</p> <p>How do children work together to determine a central message? Do they listen to each other’s ideas?</p> <p>Review children’s posters and listen to their oral arguments.</p> <p>Do children communicate the central message in a complete sentence?</p> <p>Do children participate equitably in creating posters?</p> <p>Do children support their arguments with drawings and/or written examples from the text?</p> <p>Do children present their ideas clearly?</p>

Notes





Text Talk
Follow the Moon Home
 Read 1 of 2

Big Ideas	People innovate and invent to solve problems. Humans and other animals communicate with light and sound.
Weekly Question	How do new ideas contribute to our community?
Content Objective	I can use details from the text to describe the major events and characters in the story. (R.6.1.a). I can identify who is telling the story. (R.9.1.a)
Language Objective	I can use context to determine the meaning of key phrases in the text. (L.4.1.a)
Vocabulary	<p>conservation: protection of natural resources</p> <p>dehydrated: not having enough water</p> <p>enthusiast: a person who is extremely excited about or interested in a topic</p> <p>hatchling: a young animal just hatched from an egg</p> <p>patrol: the act of keeping watch over an area</p> <p>scute: a bony plate that serves a protection, as in a turtle’s shell</p>
Materials and Preparation	<ul style="list-style-type: none"> • <i>Follow the Moon Home</i>, Philippe Cousteau and Deborah Hopkinson Pre-mark the page numbers in the book so that page 1 begins, “I always need help...” Ahead of the lesson, read the book's final notes, “To Parents and Teachers” and “Find Out More About Loggerheads...”

<p>Opening 1 minutes</p>	<p>Introduce the text. <i>This is our final text in our study of Sound and Light! It's also a good book for wrapping up all the learning we have been doing this year. The story has a long title: Follow the Moon Home: A Tale of One Idea, Twenty Kids, and a Hundred Sea Turtles. It is written by Philippe Cousteau and Deborah Hopkinson and illustrated by Meilo So.</i></p> <p><i>What do you notice on the cover?</i> <i>What do you think the title might mean?</i></p> <p>Harvest a few responses, noting connections children make to Unit 2.</p> <p>Set a purpose for reading. <i>Let's find out the connection between the moon and the one hundred sea turtles. As we read, we'll gather details to help us understand the major events, including the problem and how the community responds to resolve the problem.</i></p> <p><i>The authors of the book use some expressions with figurative language, words that describe instead of just tell, as in poetry. In order to understand the characters and the major events, we'll pause along the way to make sure we understand what the language means.</i></p>
<p>Text and Discussion 15 minutes page 1</p>	<p><i>Who is the narrator of this story, and how do you know?</i></p> <p>Harvest a few responses and prompt children to name Viv and find her in the illustration. <i>What does she mean that she needs help "finding my way?" Does that mean she will physically get lost? What does it mean?</i></p> <p>Harvest a few responses and prompt children to make connections to the mom's comment of feeling at home. <i>Let's keep reading to find out how Viv gets to know and becomes comfortable in this new community.</i></p>
<p>pages 3-4</p>	<p>Read the text on page 4, and then read the classroom chart in the illustration. <i>Viv is arriving at school. What else is happening here?</i></p> <p>Affirm any connections children make to innovation and the design process.</p>
<p>pages 11-12</p>	<p>Pause to allow children to respond to the sadness of finding a stranded / dead baby sea turtle. <i>Clementine and Viv ask a question here: Why was the baby sea turtle going away from the sea?</i></p>

	As needed, point at the illustration to indicate that Clementine is looking in the direction the sea turtle was traveling, toward the houses and away from the water (not pictured).
page 13	<i>Dehydrated</i> means dried out, not having enough water. <i>Turn and talk. What is the problem that Viv identifies?</i>
page 20	<i>Think about the inventors and innovators we have learned about. How is what the class is doing similar to what they did to come up with new ideas and solve problems?</i>
page 24	<i>Here’s some figurative language; what does it mean to “spread the word?”</i>
pages 25-26	Explain that the acronym of the name of the organization on page 25, SCUTE, also forms a turtle-related word (scute: a protective bony plate or shell). <i>Based on the details in the text, what do you think a turtle patrol is?</i>
page 31	<i>What does Viv mean that the “sand seemed to boil over with life?”</i>
Key Discussion and Activity 8 minutes	Think, Pair, Share. <i>What steps did Viv and her community take to respond to and resolve the problem?</i> Facilitate a whole group discussion. <i>How did this story build on what you already knew about sea turtles, and what new information did you learn?</i>
Closing 1 minute	<i>Tomorrow we’ll reread parts of this story to think more about the strategies that Viv and her class used to get the help of their community.</i>
Standards	R.6.1.a Describe characters, settings, and major events in a story, including details about who, what, when, where, and how. R.9.1.a Identify who is telling the story at various points in a text. L.4.1.a Use sentence-level context as a clue to the meaning of a word or phrase.
Ongoing assessment	Listen to children’s responses during whole group and partner conversations. Do children identify and describe key events? Do children use context to determine the meaning of phrases? How do children activate and build on their knowledge about sea turtles?

Notes

A large empty rectangular box with a black border, intended for taking notes.



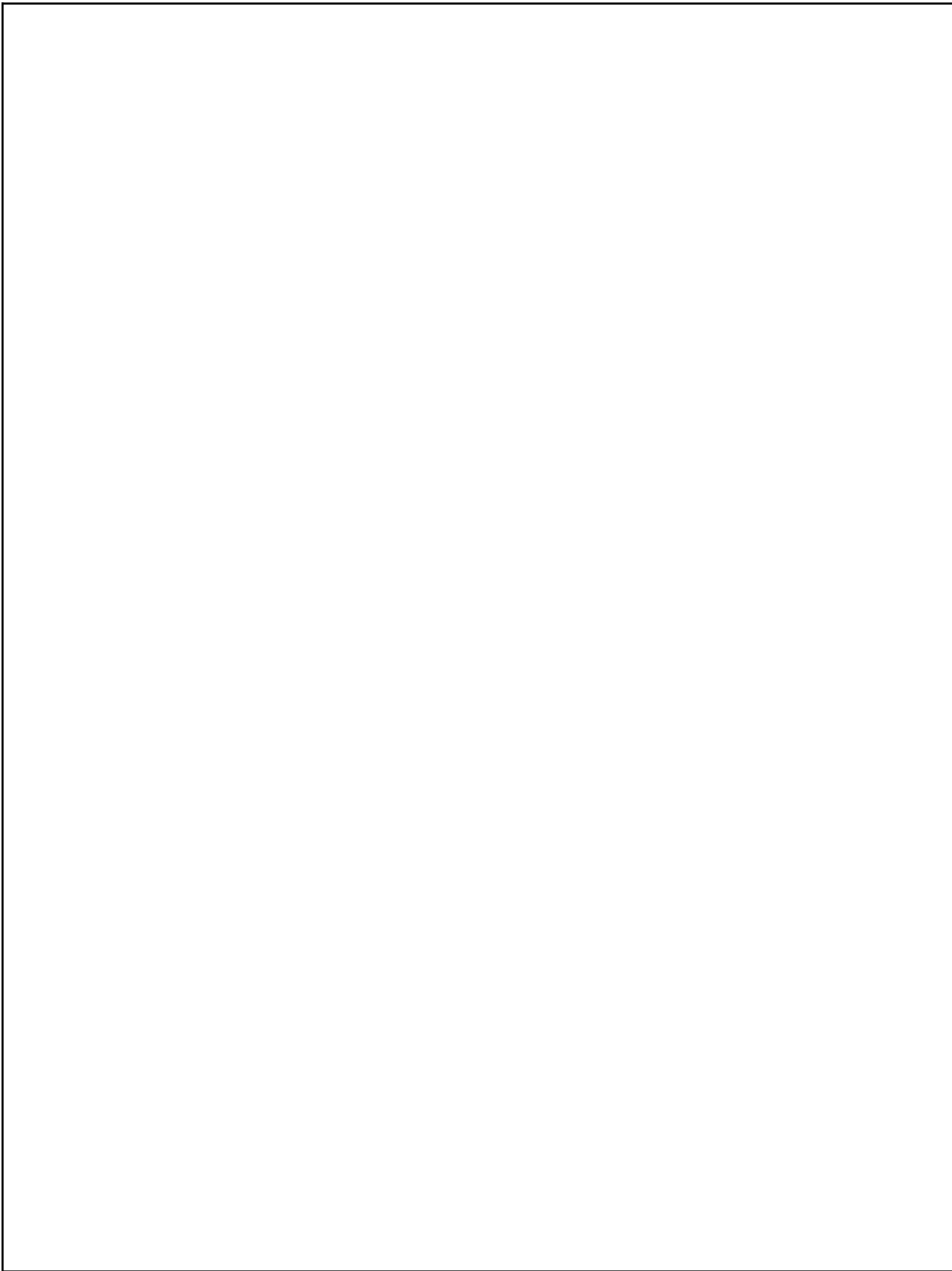
Text Talk
Follow the Moon Home
 Read 2 of 2, Pages 13-31

Big Ideas	People innovate and invent to solve problems. Humans and other animals communicate with light and sound.
Weekly Question	How do new ideas contribute to our community?
Content Objective	I can use details and key events from the story to identify and describe the story’s central message. (R.5.1.a)
Language Objective	I can use key words and phrases acquired through the year of 1st grade to discuss a text (L.6.1).
SEL Objective (BOSTON SEL Standards)	I can describe how the story inspires me to contribute to my community. (SR 4.1)
Vocabulary	<p>activist: someone who advocates and works for change</p> <p>conservation: protection of natural resources</p> <p>dehydrated: not having enough water</p> <p>enthusiast: a person who is extremely excited about or interested in a topic</p> <p>hatchling: a young animal just hatched from an egg</p> <p>patrol: the act of keeping watch over an area</p> <p>scute: a bony plate that serves a protection, as in a turtle’s shell</p>
Materials and Preparation	<ul style="list-style-type: none"> <i>Follow the Moon Home</i>, Philippe Cousteau and Deborah Hopkinson <p>On the whiteboard write: Why do you think the authors chose to tell this story? What is the story’s message?</p>

<p>Opening 1 minute</p>	<p>Reintroduce the text and set a purpose for reading. <i>Today we will reread Follow the Moon Home: A Tale of One Idea, Twenty Kids, and a Hundred Sea Turtles. We will begin at the moment when Viv identifies the problem for loggerhead sea turtles. What was the problem she identified?</i></p> <p>Harvest a few ideas. Affirm that the house lights along the beach confuse and endanger the sea turtle hatchlings.</p> <p><i>As we reread today we'll continue to discuss how Viv and her friends responded to this problem. Then, we'll think about these questions (read the questions on the whiteboard):</i> <i>Why do you think the authors chose to tell this story? What is the story's message?</i></p>
<p>Text and Discussion 14 minutes page 17</p>	<p>Begin reading at page 13, which begins "Mr. J had told us..."</p> <p><i>Look closely at this illustration. What does it show us about how "Lights out for Loggerheads" began?</i></p>
<p>page 20</p>	<p><i>What kinds of work did the classmates do in The Loggerhead Lab?</i></p>
<p>page 26</p>	<p>Turn and talk. <i>What are the different ways that Vivienne and her classmates communicate their message to the community?</i></p>
<p>page 31</p>	<p><i>We have read about other activists—people who work for change. Do you remember Anya and Tay? Marley Dias? Based on their actions in the story, how are Viv and her classmates activists?</i></p>
<p>Key Discussion and Activity 8 minutes</p>	<p>Think, Pair, Share. <i>Why do you think the authors and illustrator, Philippe Cousteau, Deborah Hopkinson, and Meilo So, chose to tell this story? What is the story's message?</i></p> <p>Facilitate a final discussion. <i>How does this story inspire you to make a change in your community?</i></p>
<p>Closing 2 minutes</p>	<p>As time permits, read "Letter to Young Activists" at the end of the story (page 37).</p>
<p>Standards</p>	<p>R.5.1.a Retell texts, including details about who, what, when, where, and how; demonstrate an understanding of the theme. L.6.1 Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>

	SR 4.1 (Boston) Demonstrate consideration of others. Contribute to the well-being of the school and community with voice and active participation.
Ongoing assessment	Listen to children’s responses during whole and small group conversations. Do children use key details and events to identify the central message? What central message do children identify and describe? How do children connect to the topic of community activism?

Notes



Unit 4: Communicating with Sound and Light

WEEK 8 Day 5

Text Talk

Synthesis of Unit Ideas

To review and wrap up Unit 4, children look closely at the Weekly Question Charts to identify connections and concepts across the weeks.

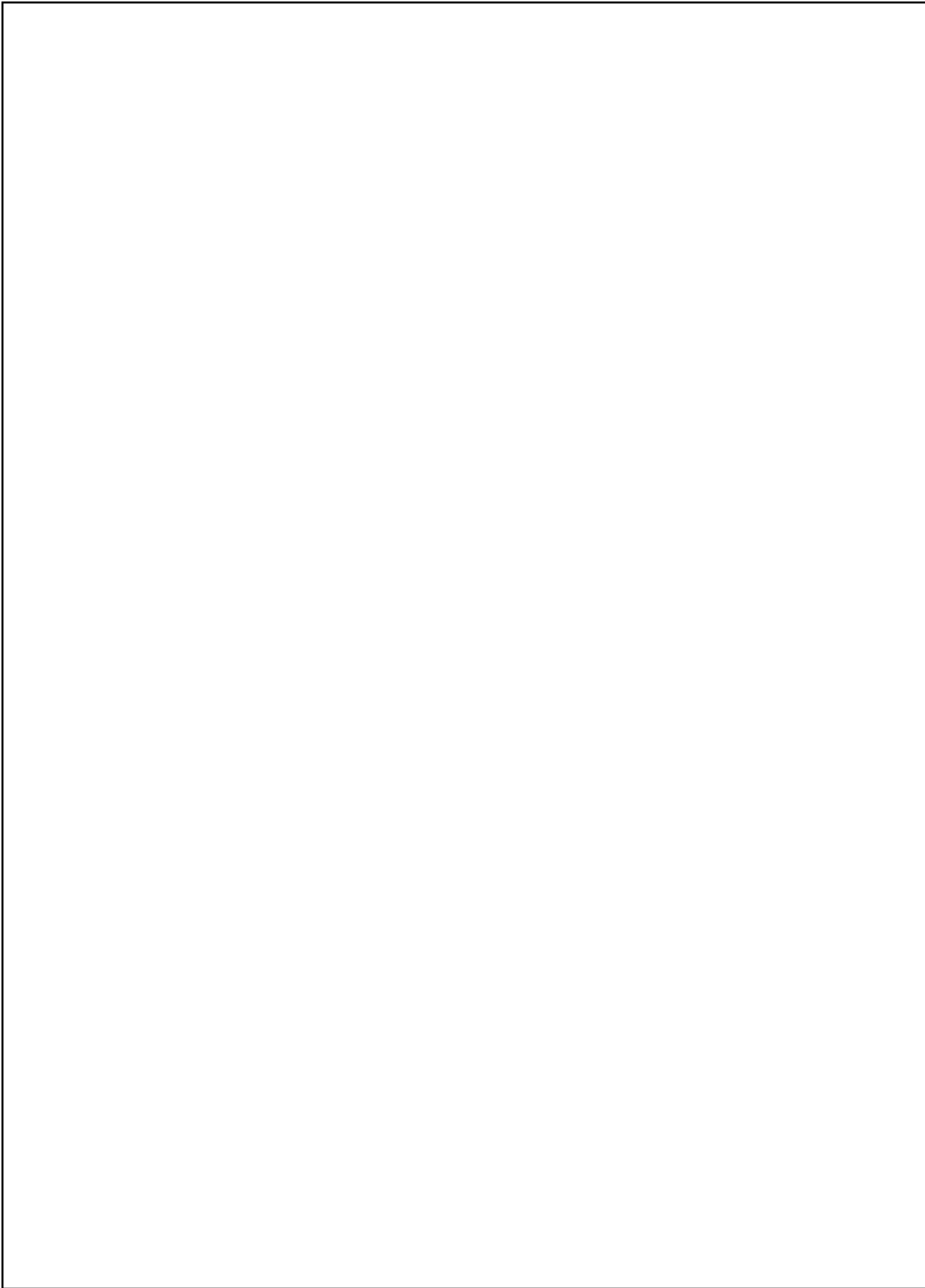
Big Ideas	<p>Vibrating materials make sound. Sound makes materials vibrate.</p> <p>Materials interact with light in different ways.</p> <p>Light and sound travel.</p> <p>Humans and other animals communicate with light and sound.</p> <p>People innovate and invent to solve problems.</p>
Weekly Questions	all Weekly Questions
Content Objective	I can describe connections among ideas and identify themes about light and sound and how people and other animals use them to communicate. (R.6.1.b, 1-LS1-1, 1-PS4-1, 1-PS4-3)
Language Objective	I can talk with my classmates about important properties of light and sound. (SL.1.1, 1-PS4-1, 1-PS4-3)
Materials and Preparation	<ul style="list-style-type: none">● Weekly Question charts, from Weeks 6-8● Communicating with Sound and Light chart, from Week 5● highlighters or markers <p>Review the Weekly Question charts from Weeks 6, 7, and 8. Highlight or mark especially important ideas. Consider ideas that build upon each other and those that have contributed to the development of the project work.</p> <p>Review the Communicating with Sound and Light chart.</p> <p>On the whiteboard, write:</p> <p>What stands out to you?</p> <p>How can we use sound and light to communicate messages?</p>

Text Talk U4 W8 D5

<p>Opening 1 minute</p>	<p><i>We are at the end of our last unit of study, Communicating with Sound and Light. Each week we have considered a Weekly Question and gathered our ideas in a Weekly Question chart. I have read over our Weekly Question charts to see how our thinking has grown and changed. Today, you have a chance to do the same thing. Then we'll go back to our Communicating with Sound and Light chart and add to it.</i></p>
<p>Weekly Question Chart 2 minutes</p>	<p><i>First let's read the Weekly Question chart for Week 8.</i> Quickly note one or two essential ideas.</p>
<p>Text and Discussion 17 minutes</p>	<p><i>We have been thinking about and investigating sound and light for eight weeks! Let's look back at some of the ideas we've had in the past few weeks and see how we can make sense of them all together.</i></p> <p>Read the highlighted ideas on each Weekly Question chart for Weeks 6-8.</p> <p>Model synthesizing ideas. <i>I notice these three ideas are all about inventions and innovations with light and sound. That makes me think: People have used sound and light to help us communicate in many different ways. I am going to write a sentence in a box on our chart: "People find new ways to use sound and light to communicate."</i></p> <p>Draw a box, write the sentence, and draw a line connecting the box to the question in the center.</p> <p>With children, compose four to seven additional sentences that synthesize different ideas from the Weekly Question charts. Record each sentence in a separate box on the chart.</p> <p>Finally, read and review all of the ideas on the Communicating with Sound and Light chart.</p> <p>Think, Pair, Share. Prompt 1: <i>What stands out to you?</i></p> <p>Prompt 2: <i>How can we use sound and light to communicate messages?</i></p>
<p>Closing 5 minutes</p>	<p>Summarize the conversation. Make connections to the projects children have been working on.</p> <p>Facilitate a discussion about how children can invent and innovate to contribute to their communities.</p>

<p>Standards</p>	<p>R.6.1.b Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>1-LS1-1 (Boston) Use evidence to explain that (a) different animals use their body parts and senses in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air, and (b) plants have roots, stems, leaves, flowers, and fruits that are used to take in water, air, and other nutrients, and produce food for the plant.</p> <p>1-PS4-1 (Boston) Demonstrate that vibrating materials can make sound and that sound can make materials vibrate.</p> <p>1-PS4-3 (Boston) Conduct an investigation to determine the effect of placing materials that allow light to pass through them, allow only some light through them, block all the light, or redirect light when put in the path of a beam of light.</p>
<p>Ongoing assessment</p>	<p>Note how children are synthesizing the unit’s knowledge building.</p> <ul style="list-style-type: none"> Are they thinking flexibly? How are they consolidating new information? Do children understand the content and the Big Ideas? Do they use key unit vocabulary as they discuss the patterns they see?

Notes



Text Talk U4 W8 D5



Text Talk U4 W8 D5

Unit 4: Communicating with Sound and Light

WEEK 8

Shared Reading
“With My Own Two Hands”

Weekly Question	How do new ideas contribute to our community?
Materials and Preparation	<ul style="list-style-type: none">• chart paper and markers Write out the song for whole group reading.• “With My Own Two Hands” slides• Ben Harper - With My Own Two Hands video, for teacher reference• pointer• highlighter tape (optional)
Opening 1 minute	<p><i>Our Shared Reading text this week is a song called “With My Own Two Hands” by Ben Harper. We’ll think about how this song connects to all of our learning this year in first grade.</i></p> <p><i>Before we read the poem, we’ll do some work with letters and sounds.</i></p>
Phonological Awareness 6 minutes	<p>Review the Foundations vowel sounds poster and the vowel teams poster.</p> <p>Blend sounds to make a word. <i>The sounds are /w/ /er/ /l/ /d/. What’s the word? (world)</i> <i>The sounds are /p/ /ē/ /s/. What’s the word? (peace)</i> <i>The sounds are /g/ /ŭ/ /n/ /ă/. What’s the word? (gonna)</i></p> <p>Explain to children that “gonna” is informal, social English for “going to.” <i>The sounds are /h/ /ū/ /m/ /an/. What’s the word? (human)</i></p> <p>Segment sounds and substitute final blend. <i>The word is shelf. How many sounds do we hear in the word? (4)</i> <i>What word do we get when we substitute the ending sound /f/ with /l/?(shell)</i></p> <p><i>The word is shell. How many sounds do we hear? (3)</i></p>

	<p><i>What word do we get when we substitute the ending sound -ll with -d? (shed)</i></p> <p>Isolate and add inflectional ending -er. <i>The word is safe. When we add the -er ending, what's the new word? (safer)</i> <i>The word is bright. When we add the -er ending, what's the new word? (brighter)</i> <i>The word is bet. When we add the -er ending, what's the new word? (better)</i> <i>The word is kind. When we add the -er ending, what's the new word? (kinder)</i></p> <p>Delete and substitute syllables. <i>The word is "brighter." When we delete the second syllable (er), what do we have left? (bright)</i></p> <p><i>The word is "human." When we delete the first syllable (hu), what do we have left? (man)</i></p> <p><i>The word is "better." When we substitute the second syllable to /ing/ what's the new word? (betting)</i></p> <p>Delete and substitute phonemes. <i>The word is "safer." When we delete the last sound /r/ what word do we have left? (safe)</i></p> <p><i>The word is "hand." When we delete the first sound /h/, what word do we have left? (and)</i></p> <p><i>The word is "earth." When we substitute the first sound to /w/, what's the new word? (worth)</i></p> <p><i>The word is "make." When we substitute the ending sound to /d/, what's the new word? (made)</i></p>
<p>Shared Reading 8 minutes</p>	<p>Read the full poem while tracking the print.</p> <p>Echo read the full poem while tracking the print. Model expression and place emphasis on words that will help children understand the meaning of the poem. Use fluency to support children’s comprehension.</p> <p>Connect the poem to unit content.</p>

	<p><i>Our weekly question this week is, How do new ideas contribute to our community? What are some ways the song writer suggests for people to contribute to communities?</i></p> <p><i>What is the message of the song? How does this connect to our learning about inventors and innovators?</i></p> <p>Identify and review key letter-sound relationships. <i>As we read today, use what you know about suffixes to find words that end with -er! (brighter, kinder, better, safer)</i></p> <p>Continue to chorally sing the poem for fluency practice using the music.</p>
<p>Closing 5 minute</p>	<p><i>You will continue to practice reading the poem “With My Own Two Hands” in the Reading Station.</i></p>
<p>Standards</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.1.3c. Know final -e and common vowel team conventions for representing long vowel sounds RF.1.3e. Decode two-syllable words following basic patterns by breaking the words into syllables RF.1.4. Read with sufficient accuracy and fluency to support comprehension. RF.1.4a. Read grade-level text with purpose and understanding.</p>
<p>Ongoing Assessment</p>	<p>Listen to children as they respond to questions and discussion prompts. Do children blend and segment phonemes? Do children add the suffix -er? Do children break words into syllables? Do children substitute syllables correctly? Do children substitute sounds? Listen to children chorally read. Do children read with appropriate phrasing and expression? Do children use the correct intonation for punctuation?</p>

Unit 4: Communicating with Sound and Light

WEEK 8

Stations

Station	Activities	Materials Writing tools at each station
Shared Reading	“With My Own Two Hands”	<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"> ● “With My Own Two Hands” child copies ● individual book bags ● pencils
Listening & Speaking	Talk, Draw, Talk	<ul style="list-style-type: none"> ● Week 8 image (Water Talkie) ● Week 8 prompt and recording sheet ● sand timers ● drawing tools
	Listen and Respond: <i>The Lizard and the Sun</i>	<ul style="list-style-type: none"> ● audio recording and technology ● <i>The Lizard and the Sun</i> book ● conversation prompts
Vocabulary	Draw for Meaning <i>engineer, invent, improve, innovate, creativity, persevere</i>	<ul style="list-style-type: none"> ● Unit 4, Week 7 Weekly Words cards ● Draw for Meaning sheets
Science Literacy	What can we learn from all the data we collected in our observations of the sky? Filling in weather calendar	<ul style="list-style-type: none"> ● Week 8 prompt, printed as stickers or copied and cut apart, with glue sticks ● science journals ● colored pencils and pencils
Word Work (align with phonics program)	Fluent Reader’s Challenge	<ul style="list-style-type: none"> ● Week 8 Fluent Reader’s Challenge sheets ● sand timers
	Name It, Write It, Mark It	<ul style="list-style-type: none"> ● Week 8 Name It, Write It, Mark It sheets
	Trick Word Memory	<ul style="list-style-type: none"> ● Week 8 Trick Word Memory sheets ● scissors
	Sentences	<ul style="list-style-type: none"> ● Week 8 Sentences sheets ● scissors

Stations U4 W8

Name: _____

Fluent Reader's Challenge

Who are the people on **the** benches?

Jack rushes **to** get **to work**.

I had a rash on **my** left leg.

Get well wishes **were** sent **to** Ted.

Look at these branches.

He wishes **to** get **a new** backpack.

The lunches **are** good!

It **is good to** finish **your** taxes.



Minutes:

Skills:

Recognize and read grade-appropriate irregularly spelled words.

Read with sufficient accuracy and fluency to support comprehension.

Word Work Station U4 W8

Trick Word Memory

good

there

being

write

word

look

new

look

first

good

there

write

new

being

first

word

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



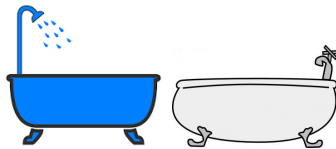

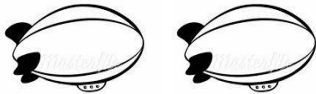
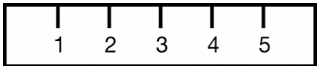



Word Work Station U4 W8

Name: _____

Name It	Write It	Mark It
---------	----------	---------

Write the word. Add the suffix **-s**, **-es**, or **-ing**. Mark the suffix.

Word Bank							
think	blimp	inch	jump	lung	bathtub	laptop	stove

 globe(s) _____ _____ _____	 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____	 _____ _____ _____

Skills: Know and apply grade-level phonics and word analysis skills in decoding words.

Sentences

sentence 1

punches

two

ball

times

she

the

sentence 2

lunches

from

they

benches

get

their

sentence 3

wishes

he

his

first

finish

to

work

Name: _____

Sentences

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

1.

2.

3.

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

Name: _____



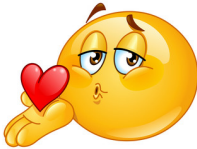

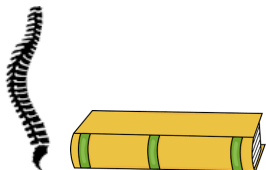
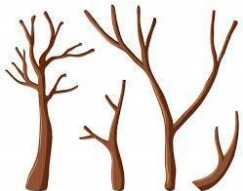





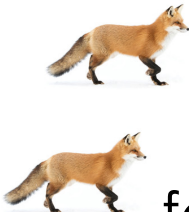
Name It	Sort It
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Name the picture. Does it need suffix s or es to mean more than one? Glue it in the proper column. Write the word.

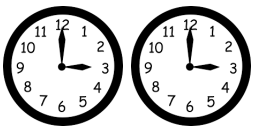

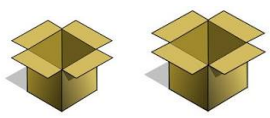




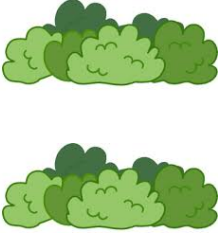


-s	es

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

Sort out the pictures under the right column of more than one: -s or -es

flake 	bone 	kiss 	buzz 
spine 	branch 	cake 	gate 
napkin 	inch 	glass 	 fox

Sort out the pictures under the right column of more than one: -s or -es

<p>bench</p> 	<p>clock</p> 	<p>kid</p> 	<p>box</p> 
<p>stick</p> 	<p>dress</p> 	<p>watch</p> 	<p>star</p> 
<p>bush</p> 	<p>brush</p> 	<p>sox</p> 	<p>match</p> 

Name: _____

Record suffix s or es

s

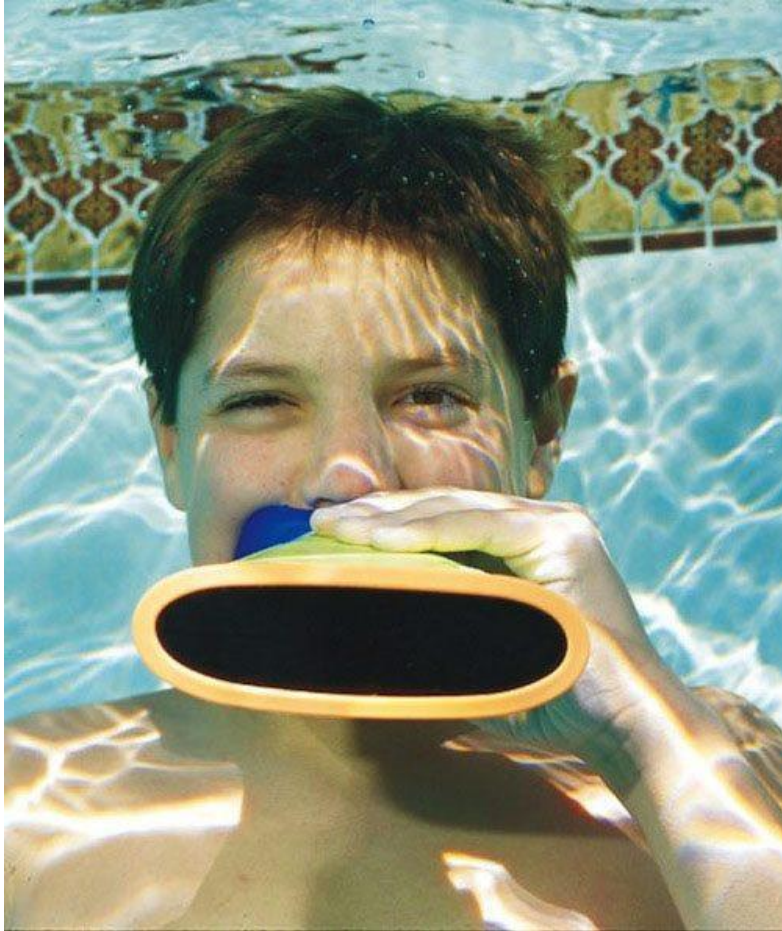
es

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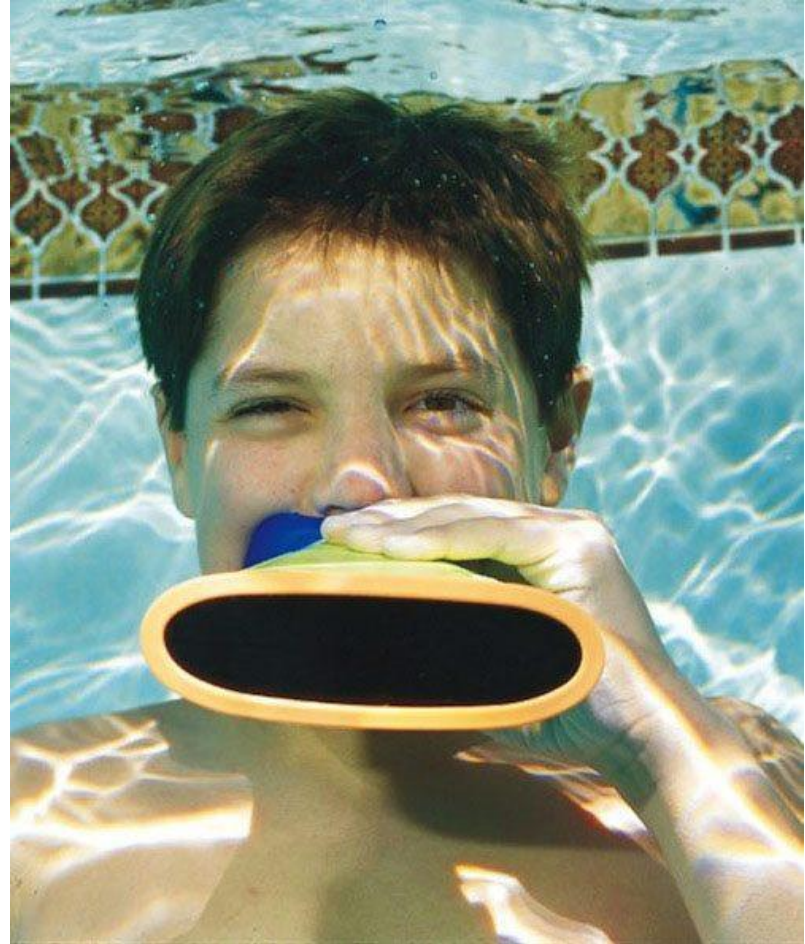
Word Work Station U4 W6

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

Talk, Draw, Talk Week 8



<https://mom.com/home/6507-toys-invented-kids/>



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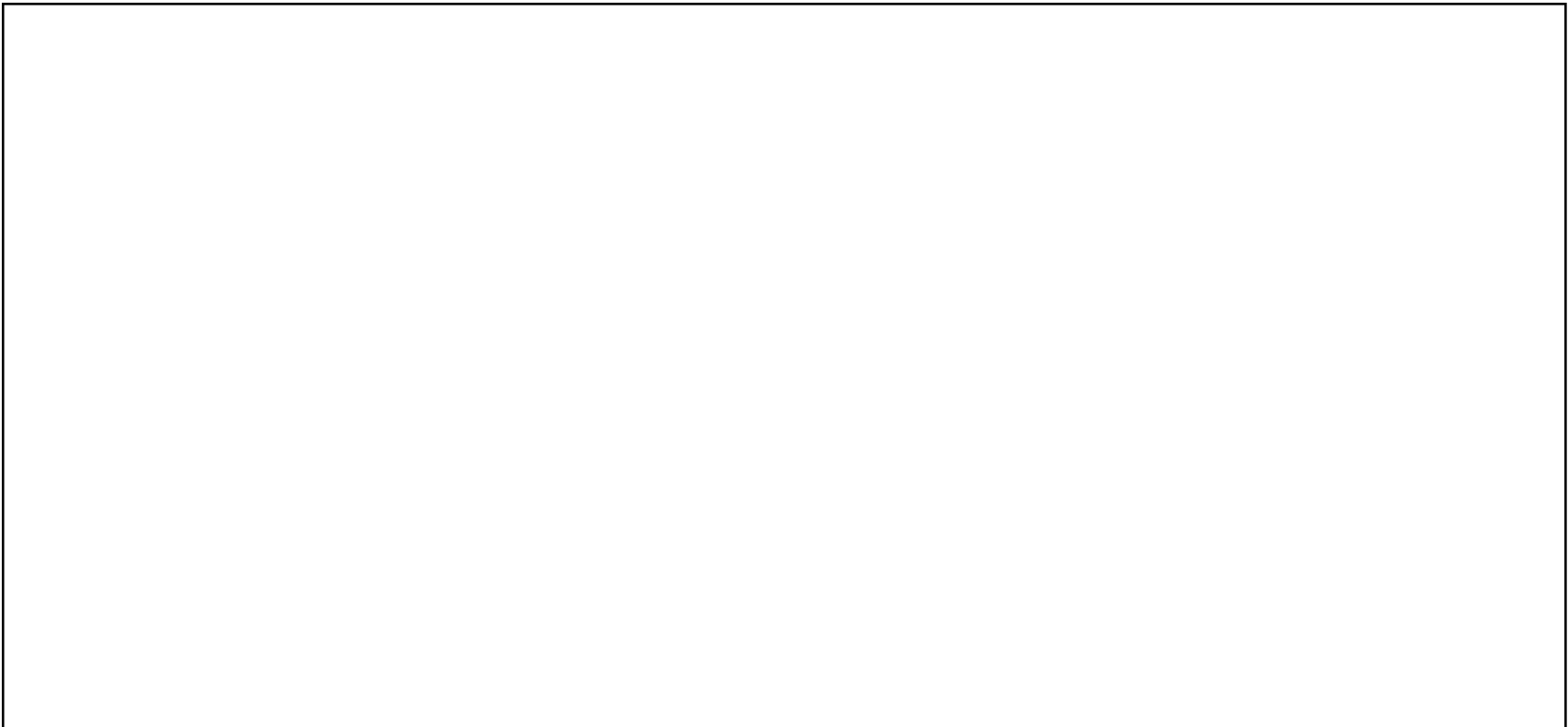
Listening & Speaking U4 W8.1

Listening & Speaking U4 W8.1

Name: _____

Talk Draw Talk

Look carefully at the image. Richie Stachowski was 11 years old when he invented the Water Talkie. Talk with your partner about what problem he wanted to solve when he invented this tool and how you think it might work. After you talk, draw an image of how you think sound travels from the sender to the receiver using this tool. Talk with your partner about your drawings.



Listening & Speaking U4 W8.1

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

The Lizard and the Sun Conversation Prompts: Cut apart and provide with text and audio recording.

Question 1

What are some ways that having no sun impacts people and other animals?

The Lizard and the Sun

Question 2

Why does the emperor organize a great feast every year?

The Lizard and the Sun

Name: _____

With My Own Two Hands

by Ben Harper

I can change the world with my own two hands
Make a better place with my own two hands
Make a kinder place with my own two hands
With my own, with my own two hands

I can make peace on earth, with my own two hands
I can clean up the earth with my own two hands
And I can reach out to you with my own two hands
With my own, with my own two hands
With my own, with my own two hands

I'm gonna make it a brighter place, with my own two hands
I'm gonna make it a safer place, with my own two hands
I'm gonna help the human race, with my own two hands

Now I can hold you in my own two hands
And I can comfort you with my own two hands
But you got to use, use your own two hands
Use your own, use your own two hands
Use your own two hands
And with our own two hands
We're gonna make it a brighter place

WEEK 8 Lesson 1

Science and Engineering: Charting Daylight
Synthesizing Journal Work

S & E Big Ideas	Throughout the year the amount of daylight changes. The change in daylight coincides with the changing seasons.
S & E Guiding Question	What can we learn from all the data we have collected in our observations of the sky?
Content Objective	I can collect data about the weather. (1-ESS1-2) I can create a record of the weather that includes important information. (1.MD.C.4)
Vocabulary	chart: a way to organize information atlas: a book of maps or charts that tells information about a specific area increase: to have more of something decrease: to get less of something
Materials and Preparation	<ul style="list-style-type: none"> ● Monthly Daylight charts, one for each partnership ● Daylight Chart, one for each child ● Science Journals ● chart paper and markers
Opening 5 minutes	<p><i>All year, we have been tracking the hours of daylight each day. We have seen the amount of daylight change during our school year. Today we will look more closely at this data. We will chart which months had an increase of daylight, a decrease of daylight, or maybe even both happened in one month!</i></p> <p><i>Today you will work with a partner to look at the data. We will use the process called, I Notice and I Wonder.</i></p> <p>Model the I Notice and I Wonder Protocol: Assign the children a partner. Hand out Monthly Daylight charts and Science Journals. Display the first month (September) on the board. Have children flip to September entries in their journals.</p>

	<p><i>What do you notice about the hours and minutes of daylight?</i> Invite children to respond and record their noticings on chart paper.</p> <p><i>What are you wondering?</i> Invite children to respond and record their questions on chart paper.</p>
Investigation 15 minutes	<p>In their partnerships, children will continue the protocol for December and May will make their own observations about the data on the Daylight Charts.</p> <p>To complete the Daylight Charts, each child cut out the three suns on the bottom of the chart page. They will glue the sun into the appropriate column (Increased Sunlight, Decreased Sunlight, or Both Increased and Decreased) next to each month (September, December, and May).</p>
Discussion	<p>Discussion prompts (could also be used during the previous whole group/partnership discussions):</p> <p>Ask the children,</p> <ul style="list-style-type: none"> ● What do you notice about the amount of daylight in September? ● What season is September in? ● What other changes do we notice in our environment in September? ● What do you notice about the amount of daylight in December? ● What season is winter in? ● What other changes do we notice in our environment in December? ● Why do you think December has both a decrease in daylight and an increase? (If you have not introduced the winter solstice, you can explain this transition to students). ● What do you notice about the amount of daylight in May? ● What Season is May in? ● What other changes in our environment do you notice in May?
Closing	Facilitated a conversation to synthesize the children’s understanding of how daylight changes throughout the year and the impact we observe with these changes.
Standards	<p>1-ESS1-1: Use observations of the sun, moon, and stars to describe patterns that can be predicted</p> <p>1.MD.C.4: Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p>
Ongoing assessment	Check for understanding in the children’s responses.

WEEK 8 Lesson 2








Science and Engineering: Measuring Time
Making Sundials

S & E Big Ideas	People have been measuring daylight for thousands of years. Today, we call this telling time.
S & E Guiding Question	How can you tell time using the sun?
Content Objective	I can use observations of the sun to describe the time.
Vocabulary	<p>Earth’s rotation: The Earth rotates each day. It takes about 24 hours for the Earth to make 1 rotation.</p> <p>sundial: A tool that is used to measure time by using the movement of the Earth and the location of the sun in the sky.</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Sci Show-Making a Sundial ● paper plate, one per group ● pencil, one per group ● glue stick, one per group ● 1 bendy straw, one per group ● 1 compass, one per group ● 1 pair of scissors, one per group ● 1 roll of tape, one per group ● Sundial Template, one per group ● Science Journals, one per child <p>Children will work in small groups. Prepared these groups ahead of time.</p> <p>It is important to conduct the experiment on a sunny day.</p>
Opening 2 minutes	<p>Explain to the children that for thousands of years, people have been measuring daylight. Before there were clocks, watches, computers, and smartphones, people developed a way to measure daylight and to tell time.</p> <p style="text-align: center;"><i>Today we will make a sundial. A sundial is a tool that is used to</i></p>

	<p><i>measure the change in daylight. We call this time. We can tell time by the movement of the Earth and the location of the sun in the sky. Let's watch a video to learn more about sundials and how to make one.</i></p>
<p>Investigation 13 minutes</p>	<p>Watch the video as a whole group.</p> <p>Put children into small groups and pass out the materials. Each small group will build a sundial.</p> <p>Directions for building a sundial:</p> <ul style="list-style-type: none"> ● Cut out the sundial template and glue it to a paper plate. ● Poke a hole through the center of the plate using the pencil. ● Push the straw through the hole, and tape the short end underneath to hold it in place. ● Take the sundial outside on a sunny day at noon and place it in a flat, sunny area. ● Point the sundial north using the compass, and tilt the straw slightly north so it casts a longer shadow. ● Observe the sundial over a few hours. The shadow of the straw tells you the time!
<p>Discussion 5 minutes</p>	<p>Ask questions about the experiment:</p> <ul style="list-style-type: none"> ● What did you notice? ● What do you wonder? ● How does a sundial work to tell time?
<p>Closing 5 minutes</p>	<p>Children write their observations in their Science Journals. Conduct a short Science Circle to synthesize ideas.</p>
<p>Standards</p>	<p>1-ESS1-1 Use observations of the sun, moon, and stars to describe patterns that can be predicted.</p>
<p>Ongoing assessment</p>	<p>Check for understanding in the children's responses.</p>

<p>Notes</p>

Week 8 Prompt

<p>What can we learn from all the data we collected in our observations of the sky?</p>	<p>Date: _____ Temperature: _____ Daylight Hours: _____</p>	<p>Phase of the Moon </p>
<p>What can we learn from all the data we collected in our observations of the sky?</p>	<p>Date: _____ Temperature: _____ Daylight Hours: _____</p>	<p>Phase of the Moon </p>
<p>What can we learn from all the data we collected in our observations of the sky?</p>	<p>Date: _____ Temperature: _____ Daylight Hours: _____</p>	<p>Phase of the Moon </p>
<p>What can we learn from all the data we collected in our observations of the sky?</p>	<p>Date: _____ Temperature: _____ Daylight Hours: _____</p>	<p>Phase of the Moon </p>
<p>What can we learn from all the data we collected in our observations of the sky?</p>	<p>Date: _____ Temperature: _____ Daylight Hours: _____</p>	<p>Phase of the Moon </p>
<p>What can we learn from all the data we collected in our observations of the sky?</p>	<p>Date: _____ Temperature: _____ Daylight Hours: _____</p>	<p>Phase of the Moon </p>
<p>What can we learn from all the data we collected in our observations of the sky?</p>	<p>Date: _____ Temperature: _____ Daylight Hours: _____</p>	<p>Phase of the Moon </p>

September 2022

Portland, Maine, USA

Su	Mo	Tu	We	Th	Fr	Sa
				1 13 hours 14 minutes Sunrise: 6:04am Sunset: 7:18pm	2 13 hours 11 minutes Sunrise: 6:05am Sunset: 7:16pm	3 13 hours 8 minutes Sunrise: 6:06am Sunset: 7:14pm
4 13 hours 6 minutes Sunrise: 6:07am Sunset: 7:13pm	5 13 hours 3 minutes Sunrise: 6:08am Sunset: 7:11pm	6 12 hours 59 minute Sunrise: 6:10am Sunset: 7:09pm	7 12 hours 56 minutes Sunrise: 6:11am Sunset: 7:07pm	8 12 hours 53 minutes Sunrise: 6:12am Sunset: 7:05pm	9 12 hours 51 minutes Sunrise: 6:13am Sunset: 7:04pm	10 12 hours 48 minutes Sunrise: 6:14am Sunset: 7:02pm
11 12 hours 45 minutes Sunrise: 6:15am Sunset: 7:00pm	12 12 hours 42 minutes Sunrise: 6:16am Sunset: 6:58pm	13 12 hours 39 minutes Sunrise: 6:17am Sunset: 6:56pm	14 12 hours 36 minutes Sunrise: 6:19am Sunset: 6:55pm	15 12 hours 33 minutes Sunrise: 6:20am Sunset: 6:53pm	16 12 hours 30 minutes Sunrise: 6:21am Sunset: 6:51pm	17 12 hours 27 minutes Sunrise: 6:22am Sunset: 6:49pm
18 12 hours 24 minutes Sunrise: 6:23am Sunset: 6:47pm	19 12 hours 21 minutes Sunrise: 6:24am Sunset: 6:45pm	20 12 hours 19 minutes Sunrise: 6:25am Sunset: 6:44pm	21 12 hours 16 minutes Sunrise: 6:26am Sunset: 6:42pm	22 12 hours 12 minutes Sunrise: 6:28am Sunset: 6:40pm	23 12 hours 9 minutes Sunrise: 6:29am Sunset: 6:38pm	24 12 hours 6 minutes Sunrise: 6:30am Sunset: 6:36pm
25 12 hours 3 minutes Sunrise: 6:31am Sunset: 6:34pm	26 12 hours 1 minute Sunrise: 6:32am Sunset: 6:33pm	27 11 hours 58 minutes Sunrise: 6:33am Sunset: 6:31pm	28 11 hours 55 minutes Sunrise: 6:34am Sunset: 6:29pm	29 11 hours 51 minutes Sunrise: 6:36am Sunset: 6:27pm	30 11 hours 48 minutes Sunrise: 6:37am Sunset: 6:25pm	

DST/Summer Time for the entire month.

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December 2022

Portland, Maine, USA

Su	Mo	Tu	We	Th	Fr	Sa
				1 Sunrise: 6:54am Sunset: 4:05pm	2 Sunrise: 6:55am Sunset: 4:05pm	3 Sunrise: 6:56am Sunset: 4:05pm
4 Sunrise: 6:57am Sunset: 4:04pm	5 Sunrise: 6:58am Sunset: 4:04pm	6 Sunrise: 6:59am Sunset: 4:04pm	7 Sunrise: 7:00am Sunset: 4:04pm	8 Sunrise: 7:01am Sunset: 4:04pm	9 Sunrise: 7:02am Sunset: 4:04pm	10 Sunrise: 7:03am Sunset: 4:04pm
11 Sunrise: 7:04am Sunset: 4:04pm	12 Sunrise: 7:05am Sunset: 4:04pm	13 Sunrise: 7:06am Sunset: 4:04pm	14 Sunrise: 7:06am Sunset: 4:04pm	15 Sunrise: 7:07am Sunset: 4:04pm	16 Sunrise: 7:08am Sunset: 4:05pm	17 Sunrise: 7:08am Sunset: 4:05pm
18 Sunrise: 7:09am Sunset: 4:05pm	19 Sunrise: 7:10am Sunset: 4:06pm	20 Sunrise: 7:10am Sunset: 4:06pm	21 Sunrise: 7:11am Sunset: 4:06pm	22 Sunrise: 7:11am Sunset: 4:07pm	23 Sunrise: 7:12am Sunset: 4:07pm	24 Sunrise: 7:12am Sunset: 4:08pm
25 Sunrise: 7:13am Sunset: 4:09pm	26 Sunrise: 7:13am Sunset: 4:09pm	27 Sunrise: 7:13am Sunset: 4:10pm	28 Sunrise: 7:14am Sunset: 4:11pm	29 Sunrise: 7:14am Sunset: 4:11pm	30 Sunrise: 7:14am Sunset: 4:12pm	31 Sunrise: 7:14am Sunset: 4:13pm

Standard/Winter Time for entire month.

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May 2023

Portland, Maine, USA

Su	Mo	Tu	We	Th	Fr	Sa
	1 Sunrise: 5:34am Sunset: 7:42pm	2 Sunrise: 5:33am Sunset: 7:43pm	3 Sunrise: 5:31am Sunset: 7:44pm	4 Sunrise: 5:30am Sunset: 7:45pm	5 Sunrise: 5:29am Sunset: 7:47pm	6 Sunrise: 5:27am Sunset: 7:48pm
7 Sunrise: 5:26am Sunset: 7:49pm	8 Sunrise: 5:25am Sunset: 7:50pm	9 Sunrise: 5:23am Sunset: 7:51pm	10 Sunrise: 5:22am Sunset: 7:52pm	11 Sunrise: 5:21am Sunset: 7:54pm	12 Sunrise: 5:20am Sunset: 7:55pm	13 Sunrise: 5:19am Sunset: 7:56pm
14 Sunrise: 5:17am Sunset: 7:57pm	15 Sunrise: 5:16am Sunset: 7:58pm	16 Sunrise: 5:15am Sunset: 7:59pm	17 Sunrise: 5:14am Sunset: 8:00pm	18 Sunrise: 5:13am Sunset: 8:01pm	19 Sunrise: 5:12am Sunset: 8:02pm	20 Sunrise: 5:11am Sunset: 8:03pm
21 Sunrise: 5:10am Sunset: 8:04pm	22 Sunrise: 5:10am Sunset: 8:05pm	23 Sunrise: 5:09am Sunset: 8:06pm	24 Sunrise: 5:08am Sunset: 8:07pm	25 Sunrise: 5:07am Sunset: 8:08pm	26 Sunrise: 5:06am Sunset: 8:09pm	27 Sunrise: 5:06am Sunset: 8:10pm
28 Sunrise: 5:05am Sunset: 8:11pm	29 Sunrise: 5:04am Sunset: 8:12pm	30 Sunrise: 5:04am Sunset: 8:13pm	31 Sunrise: 5:03am Sunset: 8:14pm			

DST/Summer Time for the entire month.

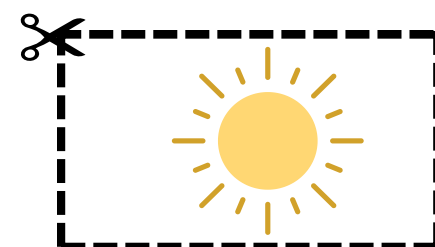
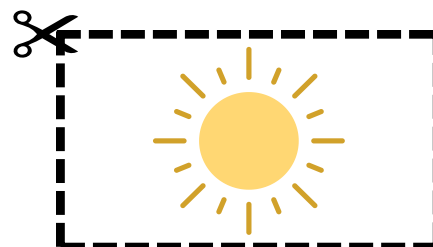
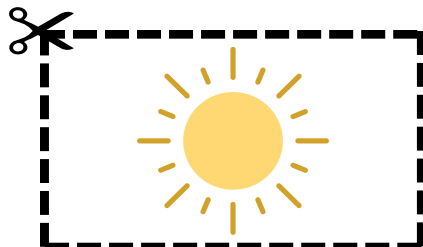
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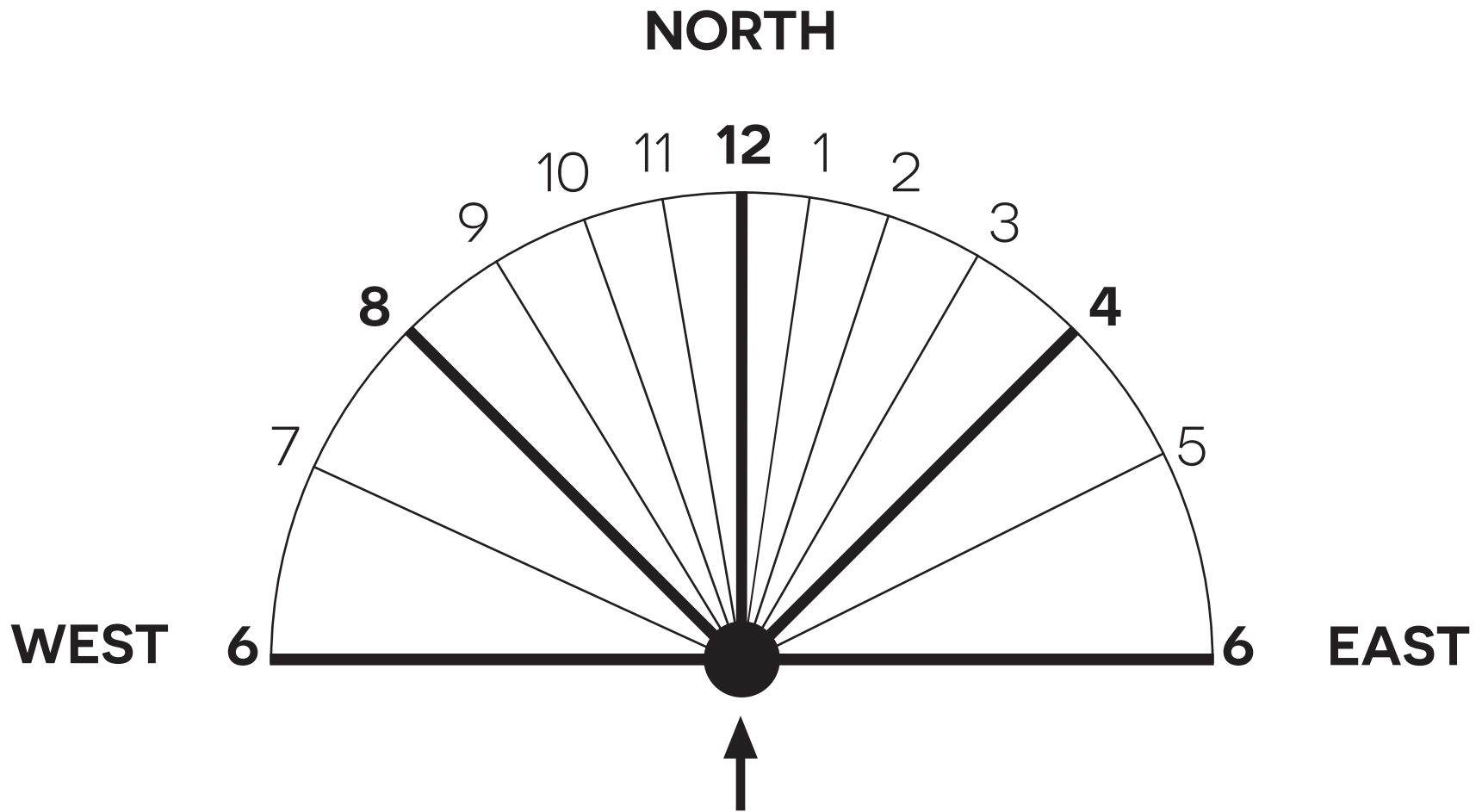
Name: _____

Directions: Look at the sunlight charts for September, December, and May. Decide if the amount of sunlight increased, decreased, or did both. Then, find each month on the chart. If the sunlight increased glue a sun in the sunlight increased box next to the month. Do the same for each month.

Month	Sunlight Increased	Sunlight Decreased	Both Increased and Decreased
September			
December			
May			

Cut out each sun on the dotted line.





CUT OUT AND ALIGN THIS DOT WITH THE CENTER OF A PAPER PLATE. INSERT STRAW HERE.



SIMPLE SUNDIAL

FROM A LESSON ON GENERATIONGENIUS.COM

WEEK 8 Studios



How do new ideas contribute to our community?

Children complete their communication tools and related projects, individually and in small groups. Specific work in the studios will depend on projects taken on by each small group.

Big Ideas	<p>Humans and other animals communicate with light and sound.</p> <p>People innovate and invent to solve problems.</p>
Materials and Preparation	<p>Make or confirm a plan for sharing communication tools with a PreK class, whether a group gathering, delivery, and/or digital presentation.</p> <ul style="list-style-type: none"> ● materials identified in Weeks 6 and 7 for making communication tools and for individual and small group projects ● Studios prompts, from Week 7 ● observation sheets ● children’s Look and Listen! Project Planning sheets ● More Look and Listen! Ideas chart, from Week 7 <p>Refresh each studio’s bin and area with all needed materials. Make sure tools and materials in all studios are accessible.</p>
Opening	<p><i>This is our final week of our study of sound and light, and it’s time to finish up our projects! Later this week we’ll present our message-sending tools to the children in PreK.</i></p> <p>Distribute children’s Project Planning sheets.</p> <p><i>Turn and talk to a partner about the project work you are doing. What are you working on? What do you need to finish? What help or materials will you need to do that?</i></p> <p>Refer to the More Look and Listen! Ideas chart, as useful.</p>

	Remind children to continue to refer to their Project Planning and Evaluating Our Design sheets as a way to stay on track with finishing their communication tools.
Facilitation	<p>Refer children to the Engineering Design Process as they proceed. Remind them of the qualities of characters in Unit texts (<i>Rosie Revere, Engineer</i>, “Lewis Latimer and the Long-Lasting Light Bulb,” <i>Marvelous Mattie</i>) to encourage them to write and draw their ideas, to complete successive trials, to persevere, and to collaborate.</p> <p>Engage children in conversation about their endeavors, surfacing and reinforcing relevant vocabulary. Exploit opportunities to highlight connections to the Weekly Question and the unit’s Big Ideas. Offer support in the form of material and print resources, strategies, adaptive tools, and consultation with peers.</p> <p>Use the boxes below to record the work children are taking up in relation to their tools. Encourage children to participate in documenting the process of developing their tools and related work.</p> <p>While children work, consider whether it will be helpful to the group to hold a Thinking and Feedback meeting.</p>
Closing Studios	<p>Support smooth clean up of studio materials and organization of works in progress. Ensure that children know how to label and where to put finished work.</p> <p>Make notes about what children need to do to finish, and support them to do so.</p>
Ongoing Assessment	<p>Review children’s Look and Listen! Projects in process.</p> <ul style="list-style-type: none"> Does the central idea of the design draw upon learning about light and sound? How do children use available materials? Do the tools work in a satisfying way? Will four year olds be able to use the tool?

Studio:

Names:

Working on:

Next steps:

Practical support: resources, materials, collaboration:

Studio:

Names:

Working on:

Next steps:

Practical support: resources, materials, collaboration:

Studio:

Names:

Working on:

Next steps:

Practical support: resources, materials, collaboration:

Studios U4 W8

Studio:

Names:

Working on:

Next steps:

Practical support: resources, materials, collaboration:

Studio:

Names:

Working on:

Next steps:

Practical support: resources, materials, collaboration:

Studio:

Names:

Working on:

Next steps:

Practical support: resources, materials, collaboration:

Studio:

Names:

Working on:

Next steps:

Practical support: resources, materials, collaboration:

Studio:

Names:

Working on:

Next steps:

Practical support: resources, materials, collaboration:

Studio:

Names:

Working on:

Next steps:

Practical support: resources, materials, collaboration:

Studio:

Names:

Working on:

Next steps:

Practical support: resources, materials, collaboration:

Studio:

Names:

Working on:

Next steps:

Practical support: resources, materials, collaboration:

Studio:

Names:

Working on:

Next steps:

Practical support: resources, materials, collaboration:

Unit 4: Communicating with Sound and Light

WEEK 8 Days 1-2

Writing Explanation

Introduction to and Beginning Revising and Publishing

Today's lesson launches the work of revising and publishing that continues on Days 2-3. This lesson addresses two phases of the work: revisions (children's individual revisions and teacher-directed small group revisions) and publishing.

Children work individually and with partners or small groups to review their work and plan for revisions, considering whether their work makes sense and follows the purpose of explanation: to explain a phenomenon in sequence.

In preparation, the teacher identifies one area of revision for each child, focused on an aspect of structure or language and drawn from observations made throughout the unit.

Children receive guidance from the teacher to make these revisions by meeting in small groups with similar needs.

Content Objective	I can revise my writing to fit the purpose, structure, and language of explanation. (W.3.1.b, W.2, W.2.1.a, L.1.1.b, L.1.1.d)
Language Objective	I can write using present tense action verbs and general nouns. (L.1.1.b, L.1.1.d)
Vocabulary	explanation: a genre of writing whose purpose is to explain a phenomenon in sequence revise: to make changes to writing publish: to prepare writing for an audience audience: an individual or group for whom a piece of writing is composed
Materials and Preparation	<ul style="list-style-type: none">Explanation Observation Tools, from Week 5, Day 1 Before the lesson, review the children's Explanation Observation Tools and Explanation Feedback packets, along with other notes taken during Writing, to identify the strongest area of need for each child. Form groups of children with similar needs. Ideally, children will be divided into four groups: two groups to meet on Day 1 and two groups to meet on Day 2. See the descriptions below to guide

	<p>possible group focus areas.</p> <p>For Revisions:</p> <ul style="list-style-type: none"> ● writing tools ● children’s writing folders, including explanations ● Explanation Steps sheets, from Week 5, Day 5, copies as needed for adding missing parts ● explanation mentor texts: <i>From Sheep to Sweater</i> and <i>From Cocoa Bean to Chocolate</i>, available for children’s reference ● Explanation anchor chart, from Week 4, Day 2, available for children’s reference <p>For Small Group instruction:</p> <ul style="list-style-type: none"> ● unit texts about sound ● Explanation anchor chart, from Week 4, Day 2 ● explanation mentor texts: <i>From Sheep to Sweater</i> and <i>From Cocoa Bean to Chocolate</i> ● Explanation Verbs slides, from Week 5, Day 2 ● General Nouns slides, from Week 5, Day 3 <p>For Publishing:</p> <ul style="list-style-type: none"> ● drawing and writing tools ● Explanation Steps sheets, from Week 5, Day 5, copies as needed for publishing ● Phenomenon Statement sheets, from Week 7, Day 4, copies as needed for publishing
<p>Opening 5 minutes</p>	<p><i>We have learned a lot about explanations. Soon, PreK students will be able to learn about how sound travels from reading your explanations! This week you are going to revise and publish your work to get it ready for your audience.</i></p> <p><i>Last time during Writing, you read your explanation to a partner and received feedback. Today you will use that feedback to revise and improve your explanation.</i></p> <p><i>If you need to add another explanation step, get a new sheet of paper to write that part.</i></p>
<p>Individual Construction 20 minutes, concurrent with Small Group Instruction</p>	<p>Send the children with writing folders to revise their work.</p> <p>After children revise, they may begin to publish the phenomenon statement and explanation steps by copying illustrations and words onto new sheets of paper, as needed, to make their work clear. Note that all children will not need to copy all of their work. Only illustrations and words</p>

	<p>requiring significant revision should be copied onto new sheets. On Day 3 children will assemble all of the parts of their explanations into accordion books.</p>
<p>Small Group Possibilities 20 minutes, concurrent with Individual Construction</p>	<p>As children work, convene small groups with similar needs to improve one aspect of their explanations. The aspects addressed in revisions should be features of explanation taught during the unit. The following are suggestions for what to address in small groups.</p> <p><u>Explanation Steps</u> Convene children whose explanations have missing or inaccurate steps. Guide them to look through unit texts about sound. Help them to identify and revise the missing/inaccurate steps in their explanations. Then work with them to ensure all of the steps are in the correct sequence.</p> <p><u>Verbs</u> Review the lesson from Week 5, Day 2. Have pairs underline the verbs in their writing. Review the requirements for verbs in explanations: present tense action verbs. Redefine these characteristics and help children change the verbs they wrote to present tense action verbs. Discuss with the children why the verbs needed to be changed.</p> <p><u>Nouns</u> Review the lesson from Week 5, Day 3. Have pairs underline the nouns in their explanations. Remind them that the nouns should be general, not specific. Guide them to replace specific nouns with general ones.</p>
<p>Closing 5 minutes</p>	<p>Choose one experience from small group instruction to share with the class. This should be informative to all children as they grow as writers.</p>
<p>Standards</p>	<p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details</p> <p>W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p> <p>W.2.1.a With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>L.1.1.b Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p> <p>L.1.1.d Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p>
<p>Ongoing assessment</p>	<p>Note children’s participation in and understanding of the content of each small group.</p>

Notes

A large empty rectangular box with a black border, intended for taking notes.



WEEK 8 Day 3

Writing Explanation

Publishing

Content Objective	I can prepare my explanation for an audience. (W.2, W.3.1.b)
Language Objective	I can share title ideas with a partner. (SL.1.1)
Vocabulary	<p>publish: to prepare writing for an audience</p> <p>explanation: a genre of writing whose purpose is to explain a phenomenon in sequence</p> <p>phenomenon statement: the beginning of an explanation, where the phenomenon is introduced</p> <p>explanation steps: the phenomenon explained, in order</p> <p>title: the name of a piece of writing</p>
Materials and Preparation	<ul style="list-style-type: none"> ● children’s explanations ● publishing materials from Days 1-2 ● tape, staples, or other material for attaching pages together end-to-end to form an accordion book ● <i>From Sheep to Sweater</i> and <i>From Cocoa Bean to Chocolate</i>, Robin Nelson <p>On the whiteboard, write:</p> <ol style="list-style-type: none"> 1. Finish copying your explanation. 2. Lay out your pages on the floor in order. 3. Have a friend check to make sure your pages are in order. 4. Find the teacher. 5. Attach your pages together to make an accordion book.
Opening 1 minute	<i>Today you will finish publishing your explanations to share with PreK students.</i>
Individual Construction	<i>I wrote out the steps for your work today (refer to the board). First you will finish making clean copies of any pages you need to</i>

<p>18 minutes</p>	<p><i>recopy.</i> <i>Next you will lay out all of your pages in order on the floor. Make sure to put the phenomenon statement first, followed by the explanation steps.</i> <i>Then have a friend read your explanation to make sure it is in order. When you finish, come find me, and I will help you attach each page end-to-end to make an accordion book.</i> <i>When your work is finished, it will be a book whose pages can be turned, but that can also be laid flat on the floor to show the whole process at once.</i></p> <p>Send the children to publish their work and circulate to support them. Assist children in attaching their pages end to end to make an accordion book.</p>
<p>Deconstruction and Individual Construction 10 minutes</p>	<p>Bring the class back together with their attached pages. <i>The last step in publishing will be to add a title and design the front cover of your book.</i></p> <p>Demonstrate how to fold the accordion books, and have children fold them. The blank back of the phenomenon statement page should serve as the front cover.</p> <p>Show the mentor texts. <i>The titles of the explanations we have been reading are From Sheep to Sweater and From Cocoa Bean to Chocolate. What would be a good title for your explanation?</i></p> <p>Think, Pair, Share. <i>Think about what your explanation is about, and then tell your partner one idea for your title.</i></p> <p>Have children share titles, then write their titles and names on the front covers. If time allows, guide them to illustrate their front covers.</p>
<p>Closing 1 minute</p>	<p><i>Today you published your writing to get it ready for our audience of PreK students.</i></p>
<p>Standards</p>	<p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>
<p>Ongoing assessment</p>	<p>Review children’s published work for clarity.</p>

Unit 4: Communicating with Sound and Light

WEEK 8 Day 4

Writing Explanation
Post-Assessment

Content Objective	I can write to explain how crayons are made. (W.3.1.b, W.2)
Language Objective	I can orally explain how shoes are made to my partner. (SL.1.1a)
Materials and Preparation	<ul style="list-style-type: none">● “How people make crayons” video (https://www.misterrogers.org/articles/factory_visits/) Note that the videos show up in a list. Make sure to select this video from the list.● Explanation Post-Assessment sheet, 3 sheets for each child, plus a few extra copies Note that children can cut the sheets in half to reorder them, if necessary.● writing tools● Explanation Rubric, one copy to complete for each child
Opening 10 minutes “How people make crayons”	<p><i>You have learned so much about explanation! Today I want to find out more about what you learned, so you will do some writing by yourself.</i></p> <p>Show the Explanation Post-Assessment sheet.</p> <p><i>Just like you did at the beginning of the unit, you will write on your own to explain how something works.</i></p> <p><i>We are going to watch a video called “How people make crayons.” After watching the video, you are going to write to explain how crayons are made.</i></p> <p>Show the video.</p> <p><i>Remember, your task is “Write to explain how crayons are made.” Before you write, you can practice your explanation by telling it.</i></p>

	Think, Pair, Share. <i>Explain how crayons are made.</i>
Individual Construction 19 minutes	Distribute writing tools and Post-Assessment sheets (three for each child), and send children to write independently.
Closing 1 minute	<i>It's so helpful for me to read your writing and to see what you learned!</i>
Standards	W.3.1.b Use a combination of drawing and writing to communicate a topic with details W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. 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).
Ongoing assessment	Use the Explanation Rubric to score each child's work.

Notes

Explanation Post-Assessment

Write to explain how crayons are made.

Name: _____ Date: _____

Name: _____

Writing U4 W8 D4

Grade 1 Explanation Rubric

Child's Name: _____

1 = Shows little evidence of meeting the standard; 2 = Shows some evidence of meeting the standard; 3 = Meets the standard; 4 = Exceeds the standard					
Purpose (W.3.1.b, W.2)	Not Observed	1	2	3	4
to explain a phenomenon in sequence		Reflects a different purpose than required by the task.	Some sentences reflect an accurate purpose, but most do not.	Mostly accurate, but one or more sentences deviate from the purpose.	Accurate purpose, and all sentences support the genre purpose.
Structure (W.3.1.b, W.2)	Not Observed	1	2	3	4
Phenomenon Statement: names the phenomenon introduced in the explanation		With support, attempts to name and introduce the phenomenon, but most elements are inaccurate or unclear.	With support, attempts to name and introduce the phenomenon, but some elements are inaccurate or unclear.	With some support, accurately names and introduces the phenomenon.	Independently, accurately names and introduces the phenomenon.
Explanation Steps: includes all steps in the explanation, in order		Includes only one step that does not accurately explain the phenomenon.	Includes only one step to explain the phenomenon; or steps are unclear and/or do not accurately explain the phenomenon.	Includes two or more steps that accurately explain the phenomenon. Steps are in the correct order.	Includes all steps to accurately explain the phenomenon. Steps are in the correct order.
Language	Not Observed	1	2	3	4
Verbs: uses present tense action verbs (L.1.1.d)		Does not use present tense action verbs.	Uses some present tense action verbs.	Uses mostly present tense action verbs.	Uses all present tense action verbs.

Nouns: general nouns are used, naming a group or class, rather than something specific (L.1.1.a, L.1.1.b))		Uses mostly specific nouns.	Switches between general and specific nouns.	Uses mostly general nouns.	Uses all general nouns.
Conventions	Not Observed	1	2	3	4
Sentence Complexity (L.1.1.i)		Errors in usage are frequent; sentences are often difficult to understand.	Writes in clear, simple sentences and phrases.	Writes in complete simple and compound sentences.	Uses a variety of simple and compound sentences.
Capitalization (L.2.1.a)		Minimally or incorrectly uses upper case letters.	Inconsistently capitalizes the first word in a sentence, the pronoun <i>I</i> , names, and dates.	Capitalizes the first word in a sentence, the pronoun <i>I</i> , names, and dates.	Includes no errors in capitalization.
Punctuation (L.2.1.b, L.2.1.c)		Errors in end punctuation are frequent, making the piece difficult to read.	Inconsistently uses end punctuation.	Correctly uses end punctuation.	Correctly uses commas and/or apostrophes, in addition to end punctuation.
Spelling (L.2.1.d, L.2.1.e)		Errors in spelling are severe and often obscure meaning.	Includes frequent errors in the spelling of grade-appropriate words.	Uses conventional spelling for words with common patterns and for frequently occurring irregular words; spells untaught words phonetically.	Generalizes learned spelling patterns and shows evidence of using reference materials (sound walls, personal dictionaries, etc.) when writing words.

Unit 4: Communicating with Sound and Light

WEEK 8 Day 5

Writing Explanation
Presentation and Celebration

Two suggestions for presentation and celebration are outlined below.
Suggestion 1 involves arranging time with a K1 class to present children’s work.
Suggestion 2 involves presenting within the first grade classroom, with work delivered to K1 students at another time.

Content Objective	I can present my work, explaining how sound travels. (SL.3.1.a)
Language Objective	I can ask and answer questions about explanations. (SL.2.1.b)
Materials and Preparation	<p>If possible, arrange to partner with a PreK class. Set up a time for the classes to be together, and for the first graders to share their work with the PreK students (Suggestion 1).</p> <p>Take pictures of the books, or find another way to preserve the children’s work.</p> <ul style="list-style-type: none">● children’s published writing
Opening 1 minute	<i>You have learned so much about how sound travels! Now you have a chance to share what you have learned by presenting your explanation books.</i>
Suggestion 1: Presenting to K1 Students 28 minutes	<p>Meet together with the PreK class, and have first graders pair up with children in PreK and present their work. Invite the PreK children to ask questions about how sound travels.</p> <p>Invite children from both classes to reflect on the experience by sharing appreciations and new understandings.</p> <p>Present the PreK class with the books, to keep as reference material.</p>

<p>Suggestion 2: Presenting within the Classroom 28 minutes</p>	<p>Match together children who have not yet read each other’s work. Have one child read their explanation to the other. Allow time for the second child to ask questions and for the first child to answer. Then, have the children switch roles.</p> <p>Invite children to reflect on the experience by sharing appreciations and new understandings.</p> <p>Plan to deliver the books to PreK students.</p>
<p>Closing 1 minute</p>	<p><i>Your books demonstrate how much you have learned this unit! They will be so helpful to children in PreK to learn about sound.</i></p>
<p>Standards</p>	<p>SL.2.1.b Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. SL.3.1.a Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>
<p>Ongoing assessment</p>	<p>Reflect and make notes about the unit.</p> <ul style="list-style-type: none"> What did children understand about the purpose, structure, and language of explanation? What is still challenging? What do I still need to address with children this year? What might I do differently next year?

Notes