

WEEK 2 Day 1

Today Is The Hottest Day

So Far
This
Month. But We Are Watering
Watering
Watering

Read Aloud
“Today Is The Hottest Day”

Big Ideas	<p>The natural world can improve people’s quality of life and inspire artistic expression.</p> <p>Plants grow and change over time. They need light, water, and air to live and grow.</p>
Unit Question	In what ways do people, animals and plants depend on and impact the environment?
Guiding Questions	<p>How can the earth inspire artistic expression?</p> <p>How do plants grow and change over time? What do plants need to survive?</p>
Content Objective	I can use key details and repetition to determine the gist of a poem. (R.4.K, R.8.K.a, R.8.K.b)
Language Objectives	<p>I can create an illustration to show the meaning of key details in a poem. (SL.3.K.b)</p> <p>I can explain the meaning of phrases in a poem. (L.5.K)</p>
Vocabulary	shoot: a little piece of new growth
Materials and Preparation	<ul style="list-style-type: none"> ● chart paper and markers Prepare the poem, “Today Is The Hottest Day,” written in the same format as the child copy. ● “Today Is The Hottest Day” vocabulary card ● “Today Is The Hottest Day” child copy, one for each partnership Pre-assign child partnerships

	<ul style="list-style-type: none"> ● 11 x 14 blank white paper (or larger piece), one for each partnership ● drawing materials for each partnership <p>On the whiteboard, write the following:</p> <ol style="list-style-type: none"> 1. Underline key details that are important to include in your drawing. 2. Make a plan for your drawing. 3. Create a drawing together!
<p>Opening 1 minute</p>	<p>Introduce the text and set a purpose. <i>Today we will read a poem. Let’s take a look at it</i> Refer to the charted poem.</p> <p><i>How can you tell, by looking with your eyes, that this is a poem?</i></p> <p><i>That’s right, the words are not written in regular, complete sentences across the page. It has stanzas, or groups of lines, and the words are arranged in a way that we don’t see in books.</i></p> <p><i>Earlier this year, we learned that when we visualize, we make a movie in our minds of something that’s happening in a text. Let’s read and visualize the key details in this poem to figure out what’s happening. Then, we’ll create drawings to show the meaning of the poem.</i></p>
<p>Text and Discussion 10 minutes</p> <p>First Read</p>	<p>Read the poem aloud once through without stopping. <i>What do you think this poem is about? What details in the poem make you think that?</i></p> <p>Harvest 3-4 ideas, allowing for various perspectives.</p>
<p>Second Read</p>	<p>Pause after “Shoots.” <i>What do we know so far? What are you visualizing?</i> [really hot day and some people are watering tomato plants, green beans, and green onions]</p> <p>If needed, clarify the meaning of the word “shoots” using the vocabulary card.</p> <p>Finish reading. Invite children to Think, Pair, Share. <i>What are you visualizing now? What words or phrases in the poem give you that image in your mind?</i></p> <p>During the share, encourage children to reference specific details in the poem that support their ideas.</p> <p>Invite children to explain the meaning of figurative language and determine the purpose of repetition in the poem.</p>

	<p><i>What does the phrase mean, “Coolest Water Keeps Running, Over My Hand and Down My Leg?” Can water actually run?</i></p> <p><i>The poet chose to repeat some lines of this poem.</i> Reread the lines that proceed the repeated words. Invite children to chime in at the repetition.</p> <p><i>Why do you think the poet decided to repeat those lines?</i> Elicit several ideas and, if needed, ask: <i>How does repeating “Watering” and “Down My Leg” help us visualize what’s happening in the poem?</i></p> <p><i>What is happening at the very end of the poem? Can toes really grow in the ground?</i></p>
Third Read	Read the full poem without stopping, inviting children to chime in at the repetition.
Key Discussion and Activity 8 minutes	<p>Invite children to demonstrate their understanding of the poem through partner drawing.</p> <p><i>With your partner, you will create an illustration that shows what’s happening in this poem. Here are the steps you will take.</i></p> <p>Refer to the whiteboard.</p> <ol style="list-style-type: none"> 1. <i>Underline key details that are important to include in your drawing.</i> 2. <i>Make a plan for your drawing.</i> 3. <i>Create a drawing together!</i> <p><i>Remember, your drawing should show what’s happening in the poem.</i></p> <p>Transition children to tables with their pre-assigned partners and materials. Allow about 5 minutes for children to underline key details on their shared child copy to make plans on the back; then instruct the class to begin their partner drawings on the large blank white paper. Circulate while children work to encourage them to defend their illustration choices by referencing key details in the poem. Children can continue their illustrations in Centers or Stations.</p>
Closing 1 minute	<p>Display two examples of children’s work where illustrations match key details in the poem.</p> <p><i>Your illustrations really show that you understand what is happening in this poem!</i></p> <p>Connect the poem to unit content.</p> <p><i>What does this poem have to do with our new unit, Our Earth?</i></p>
Standards	R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.

	<p>R.8.K.a Identify texts that tell stories.</p> <p>R.8.K.b Identify texts that provide information.</p> <p>SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>L.5.K With guidance and support from adults, explore word relationships and nuances in word meanings.</p>																
<p>Ongoing assessment</p>	<p>Listen to children’s discussions and observe their drawings.</p> <p>Do children visualize the poem?</p> <p>Are children’s illustrations inspired by specific key details from the poem?</p> <p>Is there a clear connection between words and phrases in the poem and children’s illustrations?</p> <p>How do partners work together to plan and create an illustration?</p>																
<p>Center Activities</p>	<table border="1"> <tr> <td data-bbox="451 730 678 804">Art Table</td> <td data-bbox="678 730 1409 804">Children create real trees.</td> </tr> <tr> <td data-bbox="451 804 678 877">Art Studio</td> <td data-bbox="678 804 1409 877">Children paint real trees.</td> </tr> <tr> <td data-bbox="451 877 678 951">Blocks</td> <td data-bbox="678 877 1409 951">Children build inspired by Our Earth.</td> </tr> <tr> <td data-bbox="451 951 678 1024">Dramatization</td> <td data-bbox="678 951 1409 1024">Children dramatize “garden to table.”</td> </tr> <tr> <td data-bbox="451 1024 678 1119">Library & Listening</td> <td data-bbox="678 1024 1409 1119">Children research plants.</td> </tr> <tr> <td data-bbox="451 1119 678 1224">Discovery Table</td> <td data-bbox="678 1119 1409 1224">Children continue to sort and write about seeds.</td> </tr> <tr> <td data-bbox="451 1224 678 1329">Science & Engineering</td> <td data-bbox="678 1224 1409 1329">Children observe trees.</td> </tr> <tr> <td data-bbox="451 1329 678 1434">Writing & Drawing</td> <td data-bbox="678 1329 1409 1434">Children draw and write about worms.</td> </tr> </table>	Art Table	Children create real trees.	Art Studio	Children paint real trees.	Blocks	Children build inspired by Our Earth.	Dramatization	Children dramatize “garden to table.”	Library & Listening	Children research plants.	Discovery Table	Children continue to sort and write about seeds.	Science & Engineering	Children observe trees.	Writing & Drawing	Children draw and write about worms.
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