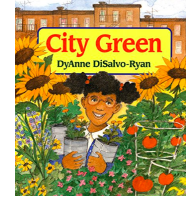


WEEK 7 Day 2



**Read Aloud**  
***City Green***  
 Read 2 of 5, Pages 1-12

<b>Big Ideas</b>	<p>As caretakers of the earth, people can create and participate in sustainable systems to use natural resources wisely.</p> <p>The natural world can improve people’s quality of life and inspire artistic expression.</p>
<b>Unit Question</b>	In what ways do people, animals and plants depend on and impact the environment?
<b>Guiding Questions</b>	What are sustainable systems, and how do people make responsible decisions for our earth?
<b>Content Objective</b>	<p>I can identify the story’s setting and important characters. (R.6.K.a, R.6.K.b)</p> <p>I can use details from words and illustrations to describe and analyze the problem in the story. (R.6.K.a, R.6.K.b, R.11.K.a, R.11.K.c)</p>
<b>Language Objective</b>	I can listen to my peers and express my thoughts clearly in a triad discussion. (SL.1.K.a, SL.4.K)
<b>Vocabulary</b>	<p><b>lot:</b> a piece of land OR a large amount</p> <p><b>bed:</b> an area of ground used for plants and flowers</p> <p><b>property:</b> a thing or things belonging to someone</p> <p><b>petition:</b> a written request by many people that is made to a person in authority</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>City Green</i>, Dyanne DiSalvo-Ryan</li> <li>● <i>City Green</i> vocabulary cards</li> <li>● Triad, Triad, Share chart, from Week 1, Day 1</li> </ul>

	<p>Prepare heterogenous triad groups and write them out on the whiteboard for children to reference.</p> <ul style="list-style-type: none"> <li>• chart paper</li> </ul> <p>Prepare the following Story Elements chart.</p> <table border="1" data-bbox="500 338 1360 974"> <tr> <th colspan="2" data-bbox="500 338 1360 405">Story Elements</th> </tr> <tr> <td colspan="2" data-bbox="500 405 1360 472"><i>City Green</i>, by DyAnne Disalvo Ryan</td> </tr> <tr> <td colspan="2" data-bbox="500 472 1360 539"><b>Orientation:</b></td> </tr> <tr> <td data-bbox="500 539 930 636">Characters</td> <td data-bbox="930 539 1360 636">Setting</td> </tr> <tr> <td colspan="2" data-bbox="500 636 1360 703"><b>Sequence of Events:</b></td> </tr> <tr> <td data-bbox="500 703 930 835">Problem</td> <td data-bbox="930 703 1360 835">Resolution</td> </tr> <tr> <td colspan="2" data-bbox="500 835 1360 974"><b>Message:</b></td> </tr> </table>	Story Elements		<i>City Green</i> , by DyAnne Disalvo Ryan		<b>Orientation:</b>		Characters	Setting	<b>Sequence of Events:</b>		Problem	Resolution	<b>Message:</b>	
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<p><b>Opening</b> 5 minutes</p>	<p>Review the text.</p> <p><i>Yesterday we read the realistic fiction book City Green. Who were the important characters in the story and where did the story take place?</i></p> <p>As children share responses, record their ideas on the Story Elements chart under “Characters” and “Setting.”</p> <p>Set a purpose for the lesson.</p> <p><i>Today, we will reread the first half of the story in order to think more deeply about the problem. After we read we’ll discuss the problem in our triads, and record our ideas on our chart.</i></p>														
<p><b>Text and Discussion</b> 6 minutes page 2</p>	<p>Read the first two pages of the story.</p> <p><i>Take a look at the people in this illustration. How do you think they are feeling about the building getting knocked down? Why are they feeling that way?</i></p> <p>Harvest a few responses. Facilitate toward the idea that a part of their neighborhood is gone and there is now a big hole in their neighborhood.</p>														
<p>page 4</p>	<p>Before reading page 4, prepare the children.</p>														

	<p><i>Carefully listen to the words and look at the illustration as I read. Let's see how the author, DyAnne Disalvo-Ryan helps us understand the problem in the story.</i></p> <p>Read page 4 two times.</p> <p><i>What does Marcy mean that the block looks like a big smile with one tooth missing?</i></p> <p><i>What words did the author use to describe the problem?</i></p> <p>As children discuss, listen for reference to the following key details: "Piece of junk land;" "Makes me sad to see it;" "Looks like a big smile with one tooth missing."</p>
page 9	<p><i>Based on the details in the story, what do you think a <b>petition</b> is?</i></p> <p>Harvest ideas. Then provide an explanation and definition by referring to the vocabulary card.</p> <p><i>When a community has a problem they want to solve, a petition can be a useful way to communicate their ideas as a group.</i></p> <p>Read through to the end of page 12 with minimal stopping.</p>
pages 9-10	<p><i>Look carefully at the illustration. How does this illustration help us understand why the community doesn't want the lot to remain empty? [lots of trash, sharp things, they have to wear gloves to clean it up]</i></p>
<p><b>Key Discussion and Activity</b> 8 minutes</p>	<p>Invite children to Think, Triad, Share.</p> <p>Prompt 1: <i>What is the challenge that this community is facing in their neighborhood?</i></p> <p>Invite the "reporter" from each triad to share out and record children's ideas on the Story Elements chart. [The challenge is that there is a big hole in their neighborhood that does not look good or feel safe and they want to fix it up.]</p> <p>Prompt 2: <i>Why do you think the community does not want a vacant lot in their neighborhood?</i></p> <p>During the share, invite children's ideas and connections. Be sensitive to children's personal experiences with vacant lots.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>On page 12 it says, "Now, this time of day is early. Neighbors pass by and see what we're doing. Most say, 'We want to help too.'" Tomorrow we'll think more about what the neighbors will help do and think about how the characters in the book respond to the challenge.</i></p>

<p><b>Standards</b></p>	<p><b>R.6.K.a</b> With prompting and support, identify characters settings and major events in a story.</p> <p><b>R.6.K.b</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>R.11.K.a</b> With prompting and support, describe the relationship between illustrations and the text.</p> <p><b>R.11.K.c</b> With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p><b>SL.4.K</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>																
<p><b>Ongoing assessment</b></p>	<p>Observe and listen to children’s discussion during the triads and whole group share.</p> <p>Do children use precise language/vocabulary from the text?  How do children describe and analyze the problem in the story?  What details do children notice and reference from illustrations?  Do children speak in coherent, clear and complete sentences?  Do children listen to and respond to their peers?</p>																
<p><b>Center Activities</b></p>	<table border="1"> <tr> <td data-bbox="451 919 678 989"><b>Art Table</b></td> <td data-bbox="678 919 1406 989">Children create sculptures with natural materials.</td> </tr> <tr> <td data-bbox="451 989 678 1058"><b>Art Easel</b></td> <td data-bbox="678 989 1406 1058">Children paint inspired by <i>City Green</i>.</td> </tr> <tr> <td data-bbox="451 1058 678 1127"><b>Blocks</b></td> <td data-bbox="678 1058 1406 1127">Children build gardens.</td> </tr> <tr> <td data-bbox="451 1127 678 1230"><b>Dramatization</b></td> <td data-bbox="678 1127 1406 1230">Children continue to act out scenes from unit stories.</td> </tr> <tr> <td data-bbox="451 1230 678 1333"><b>Library &amp; Listening</b></td> <td data-bbox="678 1230 1406 1333">Children research gardens.</td> </tr> <tr> <td data-bbox="451 1333 678 1436"><b>Discovery Table</b></td> <td data-bbox="678 1333 1406 1436">Children harvest.</td> </tr> <tr> <td data-bbox="451 1436 678 1505"><b>STEM</b></td> <td data-bbox="678 1436 1406 1505">Children care for their Mini Gardens and Compost</td> </tr> <tr> <td data-bbox="451 1505 678 1608"><b>Writing &amp; Drawing</b></td> <td data-bbox="678 1505 1406 1608">Children write about trees.</td> </tr> </table>	<b>Art Table</b>	Children create sculptures with natural materials.	<b>Art Easel</b>	Children paint inspired by <i>City Green</i> .	<b>Blocks</b>	Children build gardens.	<b>Dramatization</b>	Children continue to act out scenes from unit stories.	<b>Library &amp; Listening</b>	Children research gardens.	<b>Discovery Table</b>	Children harvest.	<b>STEM</b>	Children care for their Mini Gardens and Compost	<b>Writing &amp; Drawing</b>	Children write about trees.
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