



WEEK 7 Day 3

Read Aloud
City Green
 Read 3 of 5, Pages 14-29

Big Ideas	<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>
Unit Question	In what ways do people, animals and plants depend on and impact the environment?
Guiding Questions	What are sustainable systems, and how do people make responsible decisions for our earth?
Content Objective	I can use details from words and illustrations to explain how characters respond to a challenge. (R.6.K.a, R.6.K.b, R.11.K.a, R.11.K.c)
Language Objective	I can listen to my peers and express my thoughts clearly in both small and whole group discussion. (SL.1,K.a, SL.4.K)
Vocabulary	<p>lot: a piece of land OR a large amount</p> <p>bed: an area of ground used for plants and flowers</p> <p>property: a thing or things belonging to someone</p> <p>petition: a written request by many people that is made to a person in authority</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>City Green</i>, Dyanne DiSalvo-Ryan ● <i>City Green</i> vocabulary cards ● Triad, Triad, Share chart, from Week 1, Day 1 Prepare heterogenous triad groups and write them out on the whiteboard for children to reference. ● Sentence Frame for Discussion Chart, from Unit 2, Week 2, Day 3

	<ul style="list-style-type: none"> ● Story Elements chart, from Day 2 Complete the “Characters,” “Setting” and “Problem” sections. <p>On the whiteboard, write: <i>Could Marcy have made the community garden all by herself? Why or why not?</i></p>
<p>Opening 1 minute</p>	<p>Review the text and set a purpose. <i>Yesterday we thought a lot about the first part of this book where the author explained the challenge, or the problem, to us. Let’s look at our chart to remember the challenge.</i></p> <p>Display and review chart.</p> <p><i>Today, we will think carefully about the second half of the book where we learn how the characters responded to the challenge. We’ll think about how they are caretakers of the Earth.</i></p>
<p>Text and Discussion 10 minutes</p> <p>page 14</p>	<p><i>What do you see in the illustration? How is the community responding to the problem? Turn and talk with a partner.</i></p>
<p>page 17</p>	<p><i>I notice that not only are neighbors cleaning up the lot, they are reusing materials they had in order to fix it up! Let’s keep on the lookout for all the ways the neighbors are being caretakers of the Earth.</i></p>
<p>page 21</p>	<p><i>Something really important is happening. What important change has been happening on the last few pages?</i></p> <p>Harvest ideas and prompt children by turning back for a picture walk of key illustrations.</p> <p>Read to the end of the text.</p>
<p>Key Discussion and Activity 8 minutes</p>	<p>Invite children to Think, Triad, Share. <i>How did the neighbors respond to and resolve the problem? What steps did they take?</i></p> <p>During the share, prompt children to include details, such as how the community got the things they needed, cleaned up the lot, planted seeds, and worked together.</p> <p>Record children’s ideas in the Resolution part of the Story Elements chart.</p> <p>Gather children back as a whole group and display the Sentence Frames for Discussion chart.</p>

	<p><i>Could Marcy have made the community garden all by herself? Why or why not?</i></p> <p>Prompt children to reference specific details to support their responses.</p>																
Closing 1 minute	<p><i>Tomorrow we'll have a chance to think about one special community member in this story, Old Man Hammer.</i></p>																
Standards	<p>R.6.K.a With prompting and support, identify characters settings and major events in a story.</p> <p>R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>R.11.K.a With prompting and support, describe the relationship between illustrations and the text.</p> <p>R.11.K.c With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.4.K Speak audibly and express thoughts, feelings, and ideas clearly.</p>																
Ongoing assessment	<p>Observe and listen to children's discussion during the triad and whole group share.</p> <p>Do children use precise language/vocabulary from the text?</p> <p>How do children describe and analyze the resolution in the story?</p> <p>Do children retell key details from resolution?</p> <p>What details do children notice and reference from illustrations?</p> <p>Do children speak in coherent, clear and complete sentences?</p> <p>Do children listen to and respond to their peers?</p>																
Center Activities	<table border="1"> <tr> <td>Art Table</td> <td>Children create sculptures with natural materials.</td> </tr> <tr> <td>Art Easel</td> <td>Children paint inspired by <i>City Green</i>.</td> </tr> <tr> <td>Blocks</td> <td>Children build gardens.</td> </tr> <tr> <td>Dramatization</td> <td>Children continue to act out scenes from unit stories.</td> </tr> <tr> <td>Library & Listening</td> <td>Children research gardens.</td> </tr> <tr> <td>Discovery Table</td> <td>Children harvest.</td> </tr> <tr> <td>STEM</td> <td>Children care for their Mini Gardens and Compost</td> </tr> <tr> <td>Writing &</td> <td>Children write about trees.</td> </tr> </table>	Art Table	Children create sculptures with natural materials.	Art Easel	Children paint inspired by <i>City Green</i> .	Blocks	Children build gardens.	Dramatization	Children continue to act out scenes from unit stories.	Library & Listening	Children research gardens.	Discovery Table	Children harvest.	STEM	Children care for their Mini Gardens and Compost	Writing &	Children write about trees.
Art Table	Children create sculptures with natural materials.																
Art Easel	Children paint inspired by <i>City Green</i> .																
Blocks	Children build gardens.																
Dramatization	Children continue to act out scenes from unit stories.																
Library & Listening	Children research gardens.																
Discovery Table	Children harvest.																
STEM	Children care for their Mini Gardens and Compost																
Writing &	Children write about trees.																

	<table border="1"><tr><td data-bbox="427 132 680 262">Drawing</td><td data-bbox="680 132 1433 262"></td></tr></table>	Drawing	
Drawing			

Notes