



Read Aloud
City Green
 Read 4 of 5

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	<p>I can use details from the text to describe how a character changes over the course of a story. (R.6.K.a, R.6.K.b)</p> <p>I can analyze important words and phrases in order to get to know a character. (R.7.K)</p>
Language Objective	I can use words and phrases from a book to describe a familiar character. (SL.3.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

	<ul style="list-style-type: none"> ● 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 Frames for Discussion chart, from Unit 2, Week 2, Day 3 ● Prepare the following chart: <table border="1" data-bbox="534 373 1321 625"> <thead> <tr> <th data-bbox="534 373 930 443">Old Man Hammer’s Words</th> <th data-bbox="930 373 1321 443">Old Man Hammer’s Actions</th> </tr> </thead> <tbody> <tr> <td data-bbox="534 443 930 625"></td> <td data-bbox="930 443 1321 625"></td> </tr> </tbody> </table> <p data-bbox="427 667 1432 751">On the whiteboard, write: How does Old Man Hammer change in the story?</p>	Old Man Hammer’s Words	Old Man Hammer’s Actions		
Old Man Hammer’s Words	Old Man Hammer’s Actions				
<p data-bbox="191 751 427 856">Opening 1 minute</p>	<p data-bbox="427 751 1432 888">Review the text and set a purpose. <i>We’ve been closely reading the story City Green, by DyAnne Disalvo Ryan.</i></p> <p data-bbox="427 930 1432 1087"><i>Today, we will look back in the book at what Old Man Hammer says and does in different parts of the story in order to help us think about this important character. Then, we’ll discuss the question, How did Old Man Hammer change in the story?</i></p>				
<p data-bbox="191 1087 427 1224">Text and Discussion 10 minutes</p> <p data-bbox="191 1266 427 1297">page 1</p>	<p data-bbox="427 1087 1432 1224">Before reading the page, prepare the children. <i>As we reread this first page, let’s listen for words that help us get to know Old Man Hammer at the beginning of the story.</i></p> <p data-bbox="427 1224 1432 1297">Read the page then invite children to share out the words they heard that showed either what Old Man Hammer said or how he acted.</p> <p data-bbox="427 1297 1432 1371"><i>Yes, we learned that he “hollered, ‘Scram!’” And the author described him as “hard as nails.” What does that tell us about him?</i></p> <p data-bbox="427 1371 1432 1444">Harvest ideas, then chart “Hollered scram” under Old Man Hammer’s words on the chart.</p> <p data-bbox="427 1486 1432 1539">Skip to page 4.</p>				
<p data-bbox="191 1539 427 1591">page 4</p>	<p data-bbox="427 1539 1432 1633"><i>Take a close look at the pictures on these pages and pay attention to Old Man Hammer. How is he acting?</i></p> <p data-bbox="427 1633 1432 1707">Harvest children’s responses and record actions on the chart [watching people in neighborhood; yelling at kids]</p> <p data-bbox="427 1749 1432 1791">Skip to page 9.</p>				
<p data-bbox="191 1791 427 1843">Page 9</p>	<p data-bbox="427 1791 1432 1896"><i>Let’s read the part where Marcy asks Old Man Hammer to sign the petition to rent the lot.</i></p>				

	<p>Read from “In less than a week... to nothin’ is what’s gonna happen.” Chart what he says under “Old Man Hammer’s words. “</p> <p><i>Why do you think Old Man Hammer says this?</i></p> <p>Skip to page 15.</p>
page 15	<p>Read the first paragraph on page 15. Stop after “...swatting a fly”</p> <p><i>What are Old Man Hammer’s actions here?</i></p> <p>Harvest ideas and record under Old Man Hammer’s Actions.</p> <p>Re-read everything recorded on the chart so far.</p> <p><i>So far, what do we know about Old Man Hammer? How would you describe him?</i> [cranky; unfriendly; not nice]</p> <p>Skip to page 21.</p>
page 21	<p>Read all of page 21.</p> <p><i>What did Old Man Hammer do in this part of the story?</i></p> <p>Harvest children’s ideas and record under actions: planted seeds.</p> <p><i>Hmm... does this action match up with the words we just used to describe Old Man Hammer? Let’s keep reading to see what we’re noticing about him!</i></p> <p>Skip to page 26.</p>
page 26	<p>Read all of page 26.</p> <p><i>What did Old Man Hammer say?</i></p> <p>Harvest ideas and record “This lot was good for nothin...”</p> <p>Invite children to look at the picture of Old Man Hammer and Marcy.</p> <p><i>Look at the picture. What is happening here?</i></p> <p>Harvest ideas and record his actions. [smiling; has hand on Marcy’s shoulder]</p> <p>Go to page 29.</p>
Page 29	<p>Read excerpt on page 29 starting with “Old Man Hammer comes every day..” to the end of page.</p> <p><i>What actions should we add to our chart?</i></p>
Key Discussion and Activity 8 minutes	<p>Read through all the words and actions on the chart, then invite children to Think, Triad, Share.</p> <p><i>How did Old Man Hammer change in the story?</i></p> <p>Prompt children to reference specific details from the text and the chart.</p>

	<p>Gather children back as a whole group and display the Sentence Frames for Discussion chart.</p> <p><i>Thinking about what happened in this book, why do you think he was upset and grumpy in the beginning of the story? How had he and his community been treated unfairly?</i></p> <p><i>Why do you think Old Man Hammer changed in the story?</i> [He was inspired by the garden; he saw everyone working and having fun together and wanted to be a part of it; he started to remember good things about the lot and the building that was there.]</p>										
<p>Closing 1 minute</p>	<p><i>Looking at how Marcy and the community inspired Old Man Hammer, I wonder how you all will inspire others with our Capstone project!</i></p>										
<p>Standards</p>	<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.7.K With prompting and support, ask and answer questions about unknown words in a text.</p> <p>SL.3.K.a Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>L.6.K Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>										
<p>Ongoing assessment</p>	<p>Observe and listen to children’s discussion during the partner and whole group share.</p> <p>Do children use precise language and key details to discuss Old Man Hammer?</p> <p>Do children clearly describe how the character changed?</p> <p>How do children listen to and build on the ideas of their peers?</p> <p>How do children use vocabulary from the year of K2, particularly when speaking about the concept of community?</p>										
<p>Center Activities</p>	<table border="1"> <tr> <td data-bbox="451 1465 678 1535">Art Table</td> <td data-bbox="678 1465 1406 1535">Children create sculptures with natural materials.</td> </tr> <tr> <td data-bbox="451 1535 678 1604">Art Easel</td> <td data-bbox="678 1535 1406 1604">Children paint inspired by <i>City Green</i>.</td> </tr> <tr> <td data-bbox="451 1604 678 1673">Blocks</td> <td data-bbox="678 1604 1406 1673">Children build gardens.</td> </tr> <tr> <td data-bbox="451 1673 678 1787">Dramatization</td> <td data-bbox="678 1673 1406 1787">Children continue to act out scenes from unit stories.</td> </tr> <tr> <td data-bbox="451 1787 678 1885">Library & Listening</td> <td data-bbox="678 1787 1406 1885">Children research gardens.</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.
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	Discovery Table	Children harvest.
	STEM	Children care for their Mini Gardens and Compost
	Writing & Drawing	Children write about trees.

Notes