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Part 2 Week by Week

Components in each week follow in this order:

- At a Glance
- Vocabulary and Language
- Text Talk
- Stations
- Science and Engineering
- Studios
- Writing

All needed masters are found directly following the corresponding lesson.

Arc of Unit 1: Building Strong Communities

Big Ideas

- People belong to communities. Everyone has a role.
- People in communities have responsibilities, and carrying out these responsibilities contributes to the good of the community.
- People benefit from being part of a community.
- Leaders help guide and support their communities.
- Caring for each other builds community.
- When people in communities talk, work, play, and learn together, they can create positive change.

Unit Question: How do we build strong communities?

	WEEK 1	WEEK 2	WEEK 3	WEEK 4
Weekly Question	Who am I, and who are we together?	How do we benefit from being part of communities?	What roles and responsibilities do we have in our communities?	How do people become leaders?
Texts	<i>All Are Welcome</i> Drafting Classroom Agreements Song: “You’ll Sing a Song” <i>Mango, Abuela, and Me</i>	<i>Chik Chak Shabbat</i> <i>Last Stop on Market Street</i> Reviewing Classroom Agreements	<i>Doing Your Part</i> <i>Quinto’s Neighborhood</i>	<i>Doing Your Part</i> Electing Leaders Voting Images Marley Dias: #1000BlackGirl Books
Science and Engineering	<i>Ada Twist, Scientist</i> What Do Scientists Do? Introducing Journals	What Makes Day and Night? Moon Patterns & Introducing Science Circles	Measuring Temperature	Exploring Air What is a meteorologist?
Studios	Studios Scavenger Hunt; open materials exploration	Studios introduced; exploration continues	Thinking and Feedback introduced	New activities introduced; children write procedures
Writing	Intro to Writing	Procedure	Procedure	Procedure

Unit 1 Arc of the Unit

Arc of Unit 1: Building Strong Communities

Phonics	Follow guide	Follow guide	Follow guide	Follow guide
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	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Weekly Question	What are the qualities of a good leader?	How can we create positive change in our communities?	How can we create positive change in our communities?	What is a community?
Texts	<i>Mama Miti</i> Local Leaders	Arturo Schomburg: a Leader in Libraries <i>Biblioburro</i> Introducing the Book Access Project <i>Waiting for the Biblioburro</i>	<i>Maybe Something Beautiful</i> David Meshoulam: Speak for the Trees <i>Doing Your Part</i>	<i>Wanda’s Roses</i> Synthesizing Unit 1 Ideas Reflecting on classroom agreements Celebrating Our Projects
Science and Engineering	Watching Clouds	Bubbles in the Wind Wind Speed	Changes in Seasons What Happens During a Storm?	What Happens During a Storm? Emergency Preparedness
Studios	Continuation of activities; Art and Building Studios are combined	Book Access Project introduced (Day 3)	Project work continues; Beautiful Stuff introduced	Projects are revised and prepared for presentation
Writing	Personal Recount	Personal Recount	Personal Recount	Personal Recount
Phonics	Follow guide	Follow guide	Follow guide	Follow guide

Unit 1: Building Strong Communities

At the beginning of the school year there is much to do: routines are established, identities revealed, connections forged with families, skills assessed, spaces defined... Unit 1 supports the development of a strong learning community and begins the creative and intellectual investigations that will characterize the entire first grade year.

The first two weeks of the curriculum allow space and time for settling in and getting started in the new school year. Each component of the curriculum is introduced, with its particular schedule, routines, materials, and expectations. The focus of conversation is the very thing that is happening in real time: creating the classroom community; children move between talking and doing, reflecting and revising. The first texts, the book *All Are Welcome* and the song “You’ll Sing a Song and I’ll Sing a Song” set the stage for inclusiveness and joy. *Mango, Abuela, and Me* brings families of diverse linguistic and cultural contexts and assets into the classroom. The children and teachers together forge initial agreements for working and learning all year long.

Quickly, then, the learning moves into understanding the important qualities and aspects of strong communities. Children explore how communities are beneficial and consider their own roles and responsibilities in the classroom, their families, and other communities to which they belong. They look at leaders, the processes by which people become leaders, and the qualities of good leaders. The text *Doing Your Part: Serving Your Community* is encountered in parts to ground the stories children are reading and children’s own ideas in practical information.

Finally, through the Book Access Project beginning in Week 6, children are challenged with the question “How can we create positive change in our communities?” Here they become both innovators and advocates, arguing for and creating products that show ideas to make sure all children and families in their community have access to books. They read *Biblioburro* and they communicate their thinking through Writing, Studios, and Science.

In Week 8, children take another look at the classroom agreements drafted in the first week of school. They ask whether those are the right agreements for their particular community, revise them, and create visual representations for the classroom. The last day of the unit is reserved for a celebration and presentation about their learning since the beginning of the school year.

Writing lessons begin with consolidating children’s identities and habits as writers. After the first

week, children write procedures—an engaging, familiar, and useful genre—to tell how to use classroom materials. They move to writing personal recount in Week 5, telling about experiences with books just as they meet, through Text Talk, leaders in increasing access to books in various communities.

The Science and Engineering learning in Unit 1 focuses on the topic of air and weather, interwoven into the topic of communities. In their investigations through lessons, the Science and Engineering Studio, and the Science Literacy Station, children practice collecting data over time. They set up individual weather calendars that match the calendar maintained by the whole class. By the last week of the unit, children have plenty of data to analyze. For this to happen authentically, children need regular opportunities to spend time outside in the schoolyard, observing the weather. The work of this unit is the beginning of an ongoing investigation. Children will make several outdoor observations of weather and seasons throughout the school year. By June, children will have lots of data to analyze. They will be able to look for patterns and answer the following questions about weather throughout the seasons:

Which season was the coldest?

Which season had the most _____ days?

What was the hottest day we recorded this year?

Throughout the unit, children find themselves “in” diverse and dynamic communities—a bus, an apartment building, a voting booth; with artists, environmentalists, librarians; in Kenya, Colombia, San Diego, —and comparing their own perspectives to those of others. They find that while communities differ, some qualities are consistent from one to another where people are connected, participating, supported, and contributing to making their communities strong.

Additional Resources and Extensions for Science:

[National Weather Service: Toasty Wind](https://www.weather.gov/jetstream/ll_toast) (https://www.weather.gov/jetstream/ll_toast)

[National Oceanic and Atmospheric Administration: Weather observations](https://www.noaa.gov/education/resource-collections/weather-atmosphere-education-resources/weather-observations)

(https://www.noaa.gov/education/resource-collections/weather-atmosphere-education-resources/weather-observations)

Unit 1 Introduction

Book Access Project Overview

In Week 6, the leaders children encounter are concerned with the distribution of books—access to knowledge—for all members of their communities: Arturo Schomburg amasses and donates an important collection to a library in New York City, and Luis Soriano brings books by donkey to rural communities in Colombia. They learn that not all children and families have equal access to books. Thus, first graders begin to sharpen their broad, developing ideas about community on a particular problem, and they are challenged to respond. **How can we increase access to books for children and families in all of our town’s neighborhoods?**

In this first project of the year, the children interact with models of leadership and advocacy and take on an authentic, meaningful project to create positive change in the community. This Book Access Project spans three weeks and plays out across components, with knowledge building (Text Talk), vocabulary building (Vocabulary and Language, Stations), and physical *building* (Studios). In addition, in Writing lessons, children are learning to write personal recounts, with experiences they have had with books at the center of those stories. The aims of the project are for children to see themselves as advocates and leaders, to channel their ideas of community toward action, and to engage dispositions of creativity, collaboration, and perseverance in their work.

The Final Products

Children work in small groups to answer the question of increasing access to books, according to their interests in certain ideas and materials. This work happens largely in Studios. Some possibilities include:

Constructing **models** with Beautiful Stuff of book carts, bicycles, or other physical ideas.

Making **signs** with various coloring and drawing techniques about the importance of books and to advertise ideas for increasing access to books.

Making **maps** to show the places that need more book access and routes that book bikes (for example) might travel to bring books to different parts of the town.

Making a **pamphlet with a map** for families about where to find books in their community.

Designing and building a model for a **Little Free Library** outside the school or at a local park.

Writing a **letter** to local leaders advocating for increased book access.

Creating and acting out a **play** about how children and families could gain access to books.

Researching, writing, and illustrating a **book** about current practices that increase book access in various communities.

Developing a **library** with book reviews of texts children and families in the school community would particularly enjoy.

Painting a **mural** celebrating books.

Starting a **crowdfunding page** to garner support and financing for a project children can realize with the expertise of community members (such as building a free community book box or bookshelf in the school lobby constructed with a family member with building expertise).

This list is not exhaustive! Each class will imagine and realize projects that are uniquely compelling.

Presentation and Celebration

A class might want to work toward a large scale celebration, inviting family members, other members of the school community, and even members of the larger community such as local librarians to see and hear about the Book Access Project. Children will delight in helping to design an event that amplifies their advocacy and brings others into the classroom community they have so carefully constructed. On the other hand, it may be equally meaningful (and more manageable and appropriate) to have the small groups simply present their work to each other within the classroom. In either case, time is reserved on Day 5 of Week 8, combining Text Talk, Writing, and Studios blocks, to celebrate and wrap up the work of the unit.

Preparation

Before the start of Week 6, spend some time looking for resources about book access relevant to the school neighborhood and the neighborhoods where children live. Walk around the neighborhood and take pictures that could be helpful for the project: a park that might host a library, an existing Little Free Library that is understocked, a local library branch, a wall that might host a book-forward mural... Print or have these images ready to project to offer to children for inspiration.

Studios At a Glance

Unit 1: Building Strong Communities

	Art 	Building 	Drama 	Library 	Science & Engineering 	Writing & Drawing 
Week 1 Who am I, and who are we together?	Inventory, consider use and care of materials, establish routines					
	crayons, colored pencils, variety of papers	Kapla blocks, paper, clipboards, writing tools	fabric squares, clothespins, books	books, sticky notes, writing tools	hand lenses, trays, colored pencils, science journals	pencils, white and construction papers
Week 2 How do we benefit from being part of communities?	Introduce Art: Crayon Techniques All Studios open	Introduce Building: Making a Plan All Studios open	Introduce Drama: Acting Out Family Roles All Studios open	Introduce Library: Flagging Pages All Studios open	Introduce Science & Engineering: Why the Moon changes shape All Studios open	Introduce Writing & Drawing: Book Making All Studios open
Week 3 What roles and responsibilities do we have in our communities?	Continue	Continue	Continue	Continue	Making model thermometers, measuring temperature	Continue
	Introduce Thinking and Feedback					
Week 4 How do people become leaders?	Comparing crayons and colored pencils on paper	Building places people gather in communities	Acting out community scenes from books	Making book recommendations for our classmates	Exploring Air	Writing and drawing about important places and people in our communities
Week 5 What are the qualities of a good	Building model communities with recycled materials and drawing maps to represent places in the community		Continue	Continue	Representing clouds with various art media	Continue

leader?						
	Art 	Building 	Drama 	Library 	Science & Engineering 	Writing & Drawing 
Week 6 How can we create positive change in our communities?	<p>Begin the Book Access Project (introduced on Day 3 with a Project Plan). Some possibilities for small group projects:</p> <ul style="list-style-type: none"> ● Construct models with Beautiful Stuff of book carts, bicycles, or other physical ideas (Art/Building) ● Make signs with various coloring and drawing techniques (Art/Writing & Drawing) ● Make maps to show need for book access and routes of travel (Building/Library/Writing & Drawing) ● Make a pamphlet with a map of where to find books in their community (Library/Writing & Drawing) ● Design and build a model for a Little Free Library outside the school or at a local park (Art/Building) ● Write a letter to local leaders advocating for increased book access (Writing & Drawing) ● Create and act out a play about how children and families could gain access to books (Drama) ● Research, write, and illustrate a book about book access in various communities (Library/Writing & Drawing) ● Develop a library with book reviews for children and families in the school community (Library) ● Paint a mural celebrating books (Art) ● Start a crowdfunding page to garner support and financing for a book access project (Library/Writing & Drawing) 					
	Introduce paint			Making windsocks		
Week 7 How can we create positive change in our communities?	Book Access Project continues. Consider effects of weather conditions on book access projects. Sort, organize, and use Beautiful Stuff.				Producing TV weather reports	
Week 8 What is a community?	Finalizing projects and preparing projects for presentation. On Day 5, Studios, Text Talk, and Writing times are used for unit celebration and presentation.					
	Making signs to illustrate classroom agreements			Continues		

Writing: Introduction to Writing Basics

The one-week Writing Basics unit introduces children to the concepts and routines they will use as writers throughout the *1st Grade for ME* year.

Children are introduced to the idea of writing as **communication**. They learn that writers write for a variety of **purposes**, to a variety of **audiences**, and in a variety of **media**. In the first week of school, the class begins a Why We Write chart, a place to record examples of different types of writing and their purposes.

In addition, children learn that writers learn how to write by **reading**. They explore a variety of texts to learn about their purposes.

Children begin their journeys as writers by telling stories and information and by drawing. They are introduced to the **tools** they will use as writers, including writing notebooks, pencils, crayons, and colored pencils.

The first grade year begins with a wide range of experiences with writing. During these first weeks, it is critical to closely observe children to learn about them as writers (including storytelling; drawing; and writing words, sentences, etc.).

Mentor Texts

The following texts are used to introduce writing in different genres.

Mango, Abuela, and Me by Meg Medina
Sea Turtles by Laura Marsh
"Build It: Numbers to 20" (from *Investigations 3*)

Vocabulary

author: the writer of a story, book, or other text

communicate: to share ideas with each other

information: facts or details about a subject

purpose: the reason for doing or creating something

Writing: Introduction to Procedure

Procedure is a genre of writing known to many teachers as “How To” writing. Over three weeks children deconstruct procedures for playing math games, building, and doing yoga. The class jointly constructs a procedure for building with Kapla blocks, and children individually construct procedures for using Studios materials in Art, Building, or Drama, or for doing yoga. The procedures children write are tried by their peers and are included in classroom materials for the year! Beginning the year with procedure supports children as they explore and engage with new classroom materials and routines.

Skills learned when writing procedure support the writing of other genres, including report and explanation (introduced in Units 2 and 4). Children learn how to order steps and to use verbs, adjectives, and adverbs to make their writing precise.

Purpose

The **purpose** of the procedure is to give directions to accomplish a goal.

Structure and Language

Procedures unfold in three **stages**. They begin with a **goal**, which names what the procedure sets out to accomplish. The goal can be included in the title, or written immediately after.

The goal is followed by a list of **materials**. Some procedures, such as the yoga poses children examine, do not require a materials list, because the only necessary material is one’s body.

Adjectives are included in materials lists to specify the number and kind of materials needed. Depending on the audience, lists of materials might be accompanied by images to provide greater clarity.

The materials are followed by the **steps**. In procedure, steps are numbered and follow one another in a list. They are not written in paragraph form. Each step begins with an **imperative action verb** and does not include additional words to indicate the subject of the sentence, such as “you.” Steps also do not include connecting words such as “then” and “next.” For example,

1. Jump your feet apart.
2. Turn right foot out and left foot in.

Adverbs make steps more precise by describing how and where each action is to be completed.

Some procedures end with a **final comment**, which may include an evaluation of the procedure, or, in the case of science experiments, follow-up questions.

Mentor Texts

Included in this Unit:

“Build It: Numbers to 20” (from *Investigations 3*)

Kapla Art Book, volume 4 (beige)

Yoga Pretzels by Tara Guber and Leah Kalish: Tree, Triangle

Additional Texts to Consider:

recipes

Vocabulary

accomplish: complete successfully

adjective: a word or phrase used to describe a person, place, thing, or idea

adverb: a word or phrase used to describe a verb

audience: an individual or group for whom a piece of writing is composed

communicate: to share ideas with each other

directions: instructions

feedback: specific, helpful suggestions given to improve work

genre: a type of writing

goal: aim; objective; what someone wants to accomplish

image: a representation of something in the form of a drawing, photograph, etc.

imperative verb: verb that gives directions

materials: the items needed to complete a procedure

precise: exact; specific

procedure: a genre of writing whose purpose is to give directions to accomplish a goal

publish: to prepare writing for an audience

purpose: the reason for doing or creating something

revise: make changes to writing

stages: the parts of a piece of writing

steps: the actions taken to complete a procedure

title: the name of a piece of writing

verb: a word that expresses a physical action, mental action, or state of being

Adapted from Brisk, M.E. (2015). *Engaging students in academic literacies*. New York, NY: Routledge.

Writing: Introduction to Personal Recount

Personal recount is a genre that is known to many teachers as personal narrative. It is a first-person story written in past tense that recounts, or retells, an experience. Personal recount is a great genre for beginning the year because children have a wealth of experiences about which to write.

Over four weeks, children deconstruct mentor texts to learn about their purpose, structure, and language features. They go through the process of jointly constructing a personal recount with classmates and the teacher about a shared experience they have had in school. Then, beginning with storytelling, children individually construct personal recounts about experiences they have had with books.

Purpose

The **purpose** of writing a personal recount is to document a sequence of events and to entertain the reader. Note that in this context, “entertain” means to be interesting to the reader, and does not imply that all writing must recount funny or happy events.

Structure

Personal Recounts unfold in three stages. The **orientation**, written at the beginning of the recount, orients the reader to the recount. In the orientation, the characters (who) and setting (where and when) are introduced, along with a brief introduction of what the recount will be about (what). The **sequence of events** recounts what happens, in chronological order. It includes the major events and the sub-events that further develop each major event. The **conclusion** of a personal recount can be written in one of three ways: as a final event, by talking about why the experience was important, or with a feeling.

Language

The important **language features** of personal recount that are appropriate for first graders are **verbs** and **adverbial phrases of time**.

Children often write with a limited set of **verbs**. However, verbs are essential in moving the action forward and creating a sense of character. In *1st Grade for ME*, collecting a variety of verbs from *Mango, Abuela, and Me* and generating a list of verbs related to the topic offers children a list of specific, descriptive verbs to include in their own writing.

Adverbial phrases of time are phrases used to indicate when events happened. Rather than writing “then,” “next,” etc., writers show the passage of time through phrases such as “after taking attendance” and “the next week.” For simplicity and clarity of introducing these phrases to children, in *1st Grade for ME* they are referred to as **phrases of time**.

Mentor Texts

Note that many of these texts are fictional stories written by authors in the style of personal recounts. Most are not stories of the authors’ own lives.

Included in this Unit:

Mango, Abuela, and Me by Meg Medina

Additional Texts to Consider:

A Chair for My Mother by Vera B. Williams

Alexander, Who Used to Be Rich Last Sunday by Judith Viorst

Come On, Rain! by Karen Hesse

Those Shoes by Maribeth Boelts

Vocabulary

adverb: a word or phrase used to describe a verb

audience: an individual or group for whom a piece of writing is composed

communicate: to share ideas with each other

conclusion: the end

develop: to add more; to elaborate; to stretch out

document: to record, sometimes by writing

entertain: to interest someone

feedback: specific, helpful suggestions given to improve work

genre: a type of writing

major events: the most important events

orientation: in a personal recount, the text that introduces the story

personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain

phrase of time: a group of words that indicates when something happened

procedure: a genre of writing whose purpose is to give directions to accomplish a goal

publish: prepare writing for an audience

purpose: the reason for doing or creating something

revise: make changes to writing

sequence: in a particular order

sequence of events: the events in a personal recount, in order

stages: the parts of a piece of writing

sub-events: the smaller events and details that tell more about the major events

tense: the form of a verb that specifies time

title: the name of a piece of writing

variety: many different

verb: a word that expresses a physical action, mental action, or state of being

Adapted from Brisk, M.E. (2015). *Engaging students in academic literacies*. New York, NY: Routledge.

Dear Families,

Our first study in first grade is called Building Strong Communities.

During the next eight weeks, your children will be thinking about the communities they are part of and finding out about what makes communities work well. The first books we are reading together are called *All Are Welcome*, which is set in a classroom, and *Mango, Abuela, and Me*—the story of a child and her grandmother and how they learn to communicate across two languages.

Each week in first grade, our classroom reading and conversation will focus on a big question. For example, in Week 1 we ask, *Who am I, and who are we together?* Children are thinking about what they bring to our classroom from their families and neighborhoods, and our class is making agreements about the community we want to be as we work and learn together all through the year. Then we begin reading informational texts and more stories to think about the benefits of belonging to communities, our responsibilities, and what makes good leaders.

In Writing lessons, children first build writing habits and understand that writing is one way that people communicate with each other. They then write procedures—information about how to do something. In the second half of the unit, children write stories about their own lives and about their experiences with books.

We'll also have Science and Engineering lessons each week. Children will be making observations about the world around them all through first grade, and they will begin by observing the sky. This means learning about temperature, clouds, wind, and weather patterns over time.

At home you could...

Talk about the communities you are part of—family, neighborhood, activities, organizations, and faith, for example.

Take a walk around the neighborhood where you live. Notice what you love about your home community.

Talk about leaders you admire and how you think they help build strong communities.

Writers read. Read together as often as you can!

Write, draw, tell, or act out a story together about an experience you have had.

Look or go outside to experience the weather and talk about what you notice. Do you feel wind? See clouds? What's the temperature?

Studios are a time for children to use different kinds of materials to express their ideas. Thinking about communities, children will draw and paint (Art Studio); build important places in their communities (Building Studio); act out stories (Drama Studio); make book recommendations (Library Studio); explore what's happening outside (Science Studio); and draw and write (Writing and Storytelling Studio).

Finally, the children in our classroom will think about a particular challenge in the community: not every child and family has access to enough books. What could we do about this? We will be thinking about solutions to this problem, and we will invite you to come see our projects when they are ready!

Ask your child about what's happening in Studios. Start collecting materials to use for building, making art, and telling stories.

Books we'll be reading in Unit 1: Building Strong Communities

Find them at the library or online!

All Are Welcome by Alexandra Penfold and Suzanne Kaufman

Mango, Abuela, and Me by Meg Medina

Chik Chak Shabbat by Mara Rockliff

Last Stop on Market Street by Matt de la Peña

Doing Your Part: Serving Your Community by Kelly Rodgers

Quinto's Neighborhood by Ina Cumpiano

Mama Miti: Wangari Maathai and the Trees of Kenya by Donna Jo Napoli

Biblioburro: a True Story from Colombia by Jeanette Winter

Waiting for the Biblioburro by Monica Brown

Maybe Something Beautiful: How Art Transformed a Neighborhood by F. Isabel Campoy and Theresa Howell

Wanda's Roses by Pat Brisson

Who am I,
and who are we
together?

How do we benefit
from being part of
communities?

What roles and
responsibilities do we
have in our
communities?

How do people
become leaders?

What are the qualities
of a good leader?

How can we create
positive change in our
communities?

How can we create
positive change in our
communities?

What is a community?

Unit 1 Vocabulary List

Week 1	<p>community: a group of people who share space and ideas</p> <p>responsibility: something you do because people depend on you</p> <p>agreement: something that two or more people decide is true</p> <p>bilingual: able to speak and understand two languages</p>
Week 2	<p>benefit: a good or helpful result or effect</p> <p>positive: good</p> <p>rule: a statement about what is or is not allowed</p> <p>contribution: something that is given with the goal of helping</p> <p>perspective: point of view, a way of seeing or thinking about something</p> <p>emerge: to appear, to come forward</p>
Week 3	<p>individual: having to do with one unique person</p> <p>role: job or part you play</p> <p>common good: something that is good for all people</p> <p>public space: lands or buildings in a community that can be used by any member of that community</p> <p>law: a rule made by the government of a city, state, or country</p> <p>characteristics: qualities of a person</p>
Week 4	<p>rights: things that a society believes every person should have</p> <p>citizen: someone who was born in a place, or someone who agrees to follow laws and contribute to the community of a place</p> <p>leader: someone who guides other people by telling or showing them what to do</p> <p>election: the act of choosing someone for public office with a vote</p> <p>vote: to make a formal choice</p> <p>government: a group of people who make decisions for a state or country</p>
Week 5	<p>support: to agree with something or help someone</p> <p>movement: organized activities where people work together to achieve something</p> <p>environment: the natural world</p> <p>quality: something that can be noticed as a part of a person or a thing</p> <p>decision: a choice that a person or a group makes about something</p>

	democracy: a form of government where people choose leaders by voting
Week 6	resource: something people need budge: to move something a little bit improve: to make something better access: a way of being able to use or get something impact: to have an effect on someone or something librarian: a person who works in a library
Week 7	donate: to give food, money, or time to help a person or group empathy: the feeling that you understand another person’s emotions recycle: to make something new from something that has been used before volunteer: someone who does something without being forced charities: organizations that help people who need food, money, or other resources organization: a group that is formed for a particular purpose
Week 8	cultivate: help to grow identify: to find out who someone is or what something is perspective: point of view, a way of seeing or thinking about something contribution: something that is given with the goal of helping observe: to look at something closely evidence: something that shows us what is true or what exists

Cover All BINGO

1. Nominate a “Caller.”
2. Without looking, the Caller takes a tile or card from the envelope.
3. The Caller says what is on the tile or card.
4. If you have what’s on the tile or card, cover it on your board.
5. The Caller puts a check mark on the BINGO Caller Card.
6. Repeat the process until all players have covered all of their pictures.

ABC Order

1. Pull all the letter tiles to the bottom of the board.
2. Find the **a** tile.
3. Say the name of the letter **a** and place it on the **a** space at the top of the board.
4. Repeat with **b**.
5. Repeat with **c**.
6. Continue to say and match each letter to its space, going in order.

Fluent Reader's Challenge

1. Get ready with the text and a sand timer.
2. Read the text once through without the timer.
3. Read the text again with the timer.
4. Each time the timer runs out while you read, make a tally mark in the box.

Say It, Build It, Write It

1. Look at a picture.
2. Name the picture.
3. Build the word with letter tiles.
4. Write the word.
5. Repeat for all the pictures.
6. Check your work with your partner.

Memory

1. Cut the words apart.
2. Turn them over on the table.
3. Pick up two cards and read them aloud.
4. If they match, take them off the playing space.
5. If they don't match, turn them back over. Let your partner take a turn.
6. Keep playing until all the cards are picked up.

Make New Words

1. Gather tiles you need.
2. On the bottom of the board, put tiles together to make words.
3. Record the words you made.
4. Read your words.
5. Compare your words with your partner.

Sort

1. Look at the categories.
2. Look at each card and name it.
3. Place each card in the correct category.
4. Record your sort on the recording sheet.
5. Check your work with your partner.

Sentences

1. Take the words out of the envelope.
2. Put them in order to make a sentence.
3. Read the sentence to make sure it makes sense.
4. Write the sentence.
5. Add capital letters and punctuation.
6. Check your work with your partner.

Unit 1 Observation Notes

Date:

Big Ideas
People belong to communities. Everyone has a role.
People in communities have responsibilities, and carrying out these responsibilities contributes to the good of the community.
People benefit from being part of a community.
Leaders help guide and support their communities.
Caring for each other builds community.
When people in communities talk, work, play, and learn together, they can create positive change.

Art	Building	Drama	Library	Science & Engineering	Writing & Drawing
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Children present

Questions/Focus

Observational Notes

What is going on here?
What feels surprising about this moment?
What does this tell me about what the children know and care about?

Observational Notes, continued

Reflection

What similarities/trends do I notice?
What surprises me?
What do these observations seem to suggest?
What else might be going on?

Next steps

What else do I want to observe or find out?
What resources will I need?