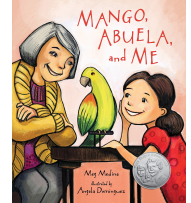


## Unit 1: Building Strong Communities


### WEEK 1 Day 1



## Writing Basics

### Deconstruction: Why We Write

<b>Content Objective</b>	I can identify the main purpose of a text. (R.9.1.b)
<b>Language Objectives</b>	I can describe what I observe about a text. (SL.1.1)  I can use Think, Pair, Share to communicate about myself. (SL.1.1.a)
<b>Vocabulary</b>	<b>communicate:</b> to share ideas with each other <b>purpose:</b> the reason for doing or creating something <b>author:</b> the writer of a story, book, or other text
<b>Materials and Preparation</b>	<p>Read Writing: Introduction to Writing Basics (in the Introduction documents, Part 2: Components).</p> <p>Before the lesson, consider how children will be partnered during Writing lessons and how they will decide which partner speaks first. For example, children may have assigned Writing partners, or they may turn to the person sitting next to them.</p> <ul style="list-style-type: none"> <li>examples of texts written for different purposes: <ul style="list-style-type: none"> <li><i>Mango, Abuela, and Me</i>, Meg Medina</li> <li><i>Sea Turtles</i>, Laura Marsh</li> <li>“Build It: Numbers to 20”</li> </ul> </li> <li>Why We Write sheets: <i>Mango, Abuela, and Me</i>; <i>Sea Turtles</i>; “Build It: Numbers to 20”, cut apart</li> <li>marker and chart paper</li> </ul> <p>Prepare the following Why We Write chart.</p> <div style="border: 1px solid black; padding: 10px; text-align: center; margin-top: 20px;"> Why We Write </div>

	 <ul style="list-style-type: none"> <li>• clear tape, for attaching the Why We Write sheets to the chart</li> </ul>
<b>Opening</b> 1 minute	<p>Gather the children in a circle on the rug.</p> <p><i>This year in first grade, we are going to <b>communicate</b>—or share—our ideas in many different ways. One way we can communicate with each other is by talking. Another way we can communicate is by drawing and writing. Every day we will have a Writing time, when we will learn about how writers communicate through drawing and writing, and we will draw and write, too!</i></p>
<b>Deconstruction</b> 13 minutes	<p><i>Let's take a look at some of the texts we will use this year and think about their <b>purpose</b>—why they were written—and how the authors communicate.</i></p> <p>Hold up <i>Mango, Abuela, and Me</i>.  <i>Later this week we will read this book: Mango, Abuela, and Me by Meg Medina. I am going to do a picture walk. As you look at the illustrations, think about this question:</i>  <i>Why do you think Meg Medina wrote this book?</i></p> <p>After the picture walk, restate the question. Harvest several ideas and record them on the <i>Mango, Abuela, and Me</i> Why We Write sheet.</p> <p><i>Here is another book we will read this year.</i>  Hold up <i>Sea Turtles</i> and flip through the pages.  <i>This book looks different than Mango, Abuela, and Me. What do you notice about this book?</i>  Harvest several ideas.  <i>Do you think Laura Marsh, the <b>author</b>, wrote this book with the same purpose as Meg Medina, or for a different reason?</i>  Harvest several ideas and record them on the <i>Sea Turtles</i> Why We Write sheet.</p> <p><i>Here is a text we will use in Writing next week.</i>  Hold up "Build It: Numbers to 20."  <i>This text looks different than the others. What do you notice about</i></p>



	<p><i>this text?</i></p> <p>Harvest several ideas.</p> <p><i>Why do you think the authors of Investigations 3 wrote this?</i></p> <p>Harvest several ideas and record them on the “Build It: Numbers to 20” Why We Write sheet.</p> <p>Refer to the Why We Write chart.</p> <p><i>I am going to put all of your ideas about why these authors wrote these different texts here, on this chart. The title of this chart is Why We Write. It will help us keep track of the different purposes writers have when they write. We will keep adding to this chart as we explore more texts.</i></p> <p>Tape the Why We Write sheets to the chart. Note that tape should be used instead of glue so the papers can be moved and grouped as more are added.</p>
<p><b>Individual Construction</b> 15 minutes</p>	<p><i>We are just getting started as a class community, so this week we are going to communicate about ourselves, to get to know each other better. Today we will communicate about ourselves using talking, and tomorrow we will communicate using drawing and writing.</i></p> <p><i>Today when we communicating by talking, we will use a routine you learned today in Text Talk, called Think, Pair, Share. First you will think about what you want to communicate about yourself. Then you will turn to a partner to tell her or him something about you. Then we will come back together as a group for several people to share about their conversations.</i></p> <p>Choose a child with whom to model the routine.</p> <p><i>Now it’s your turn! Choose something about yourself that you would like to communicate with your partner. It could be about who is in your family, your favorite thing to do, your favorite food... something you would like your classmate to know about you.</i></p> <p>Pair children. As they talk, circulate to support them.</p> <p>Bring the class back together and have several children share with the group.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today we learned that writing is one way to communicate. We also learned that authors write for different purposes.</i></p> <p>Note: Leave the Why We Write chart posted to reference and add to throughout the unit.</p>

<b>Standards</b>	<p><b>R.9.1.b</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>*Note: Although the Grade 1 version of this standard does not directly address author’s purpose, the anchor standard reads: Assess how point of view or purpose shapes the content and style of a text.</p> <p><b>SL.1.1</b> Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.1.1.a</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>
<b>Ongoing assessment</b>	<p>Listen for and make note of children’s discussion.</p> <p>What do they notice about the texts?</p> <p>What do children already know about the purposes of writing?</p> <p>How comfortable are they with Think, Pair, Share?</p>

<p><b>Notes</b></p>
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NAME \_\_\_\_\_

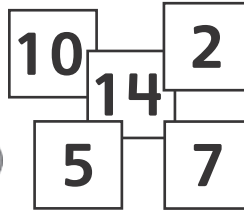
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# Build It: Numbers to 20

## Directions

### You need

- Deck of Number Cards 1–20
- Gameboard
- 20 pennies



### Play alone.


- 1 Turn over a Number Card.

7

- 2 Use pennies to build that number on your gameboard.



- 3 Record on the recording sheet.



NAME \_\_\_\_\_
DATE \_\_\_\_\_

### Build It: Numbers to 20 Recording Sheet

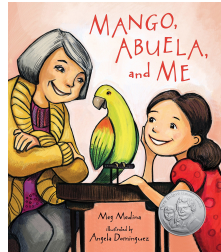
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X	X			



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## Why We Write



## Why We Write



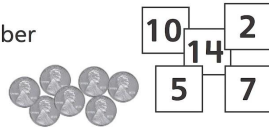
Writing U1 W1 D1

## Why We Write

### ***Build It: Numbers to 20*** Directions

#### **You need**

- Deck of Number Cards 1–20
- Gameboard
- 20 pennies



## Why We Write

Title:

Writing U1 W1 D1

## Unit 1: Building Strong Communities

### WEEK 1 Day 2

#### Writing Basics Individual Construction

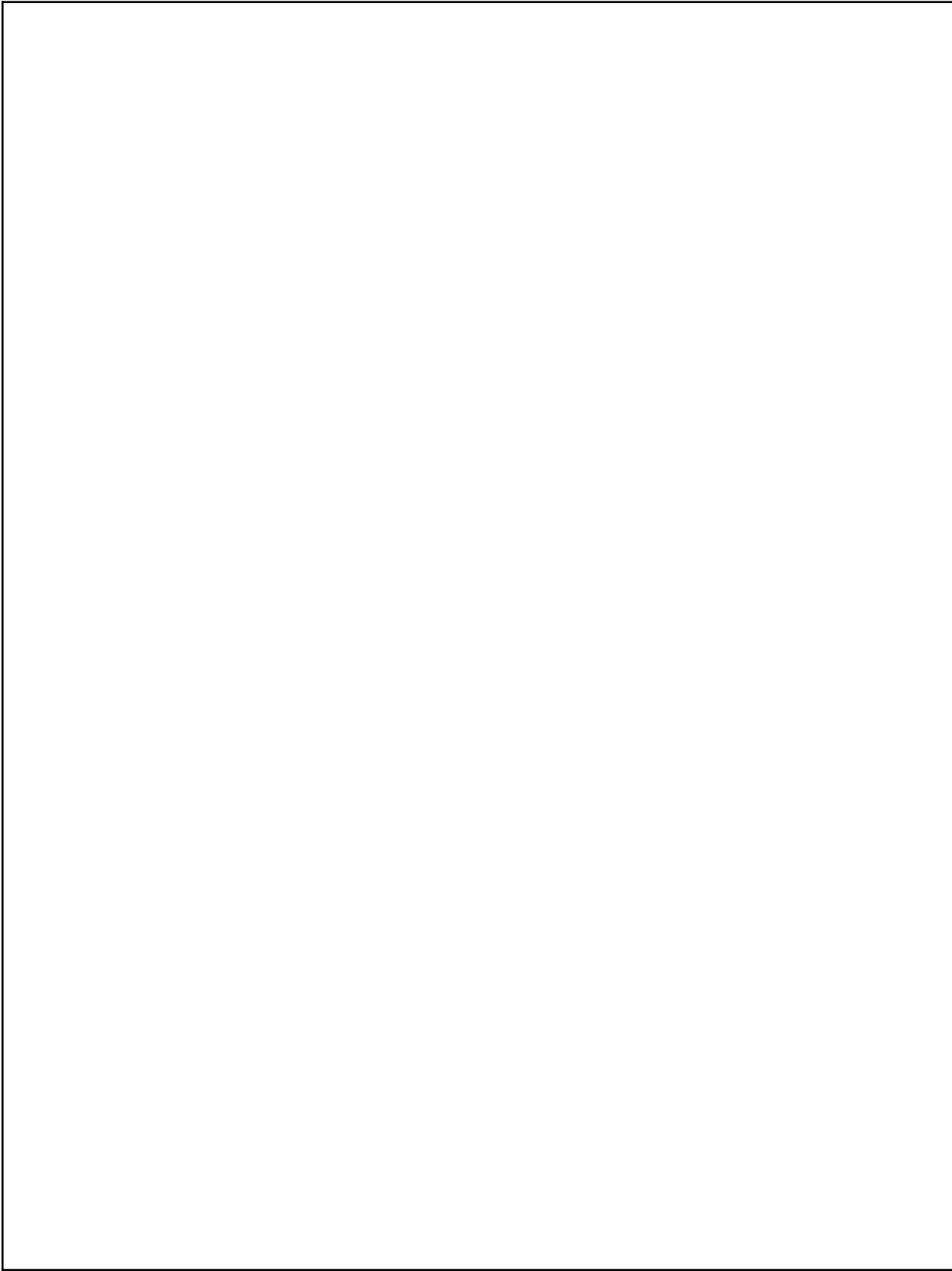
<b>Content Objective</b>	I can draw and write to communicate about myself. (W.3.1.b)
<b>Language Objective</b>	I can talk with a partner about our writing. (SL.1.1.a)
<b>Vocabulary</b>	<b>communicate:</b> to share ideas with each other
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>• writing tools, such as pencils, colored pencils, and crayons</li><li>• blank paper, one for each child</li></ul> <p>On the whiteboard, write: I notice _____.</p> <ul style="list-style-type: none"><li>• writing folders, one for each child</li></ul>
<b>Opening</b> 1 minute	<i>Yesterday we talked about how writers communicate different things in different ways, and you communicated about yourselves by talking. Today you are going to communicate about yourselves by drawing and writing.</i>
<b>Individual Construction</b> 15 minutes	<p>Introduce writing materials. Explain classroom-specific expectations for where they will be stored, how to indicate that pencils need sharpening, etc.</p> <p><i>We have been exploring the question “Who am I, and who are we together?” Today and tomorrow you will draw and write to communicate about yourself. Then, as a class, we will put your writing together on a bulletin board that communicates about each member of our classroom community. This will help us learn about each other, and it will help visitors learn about us.</i></p> <p><i>Today you will write about yourself and the important people in your life. Think about the people and activities that are most</i></p>

	<p><i>important to you. What do you want to communicate about yourself? Let's use Think, Pair, Share again.</i></p> <p>Harvest several children's ideas.</p> <p><i>Today you will begin to draw and write about the people and things that are important to you. At the end of today's Writing lesson, you will meet with a partner to share your work. You may not be finished. Tomorrow you will have a chance to finish your writing.</i></p> <p>Send the children to work with paper and writing tools. As children write, circulate to support them.</p>
<b>Pair Sharing</b> 9 minutes	<p><i>During Writing and throughout our day, we will be sharing our work with each other a lot. We will work together to make our work even better. Today you will share with a partner what you have drawn and written so far.</i></p> <p>Gather the children back on the rug. Model sharing work in pairs. Sit shoulder-to-shoulder with a child partner.</p> <p><i>First my partner will share his work with me by reading his words and showing me his illustration.</i></p> <p>Have the child partner read his work.</p> <p><i>Now I will respond to my partner's work. I will begin by saying, "I notice _____."</i></p> <p>Point to the sentence frame on the board. Then use the frame to respond.</p> <p>Pair children and have them share their work and respond to their partner's work using the sentence frame.</p> <p>After sharing, have several children share what they learned about their partners.</p>
<b>Closing</b> 5 minutes	<p>Introduce writing folders and teach the children classroom-specific routines for putting work in folders and putting folders away.</p> <p><i>Today we began writing to communicate about ourselves. Tomorrow we will continue this work.</i></p>
<b>Standards</b>	<p><b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details.</p> <p><b>SL.1.1.a</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>
<b>Ongoing assessment</b>	<p>After the lesson, review children's writing.</p> <p>What do they communicate about themselves?</p> <p>How do they communicate about themselves?</p>

	How effectively do they use the writing tools? How effectively do they use the space on the page?
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**Notes**





## Unit 1: Building Strong Communities

### WEEK 1 Day 3

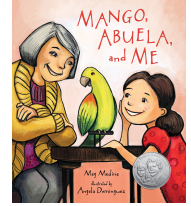
<b>Writing Basics</b> Individual Construction
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<b>Content Objective</b>	I can write to communicate about myself. (W.3.1.b)
<b>Language Objective</b>	I can talk with a partner about our writing. (SL.1.1.a)
<b>Vocabulary</b>	<b>communicate:</b> to share ideas with each other
<b>Materials and Preparation</b>	<p>Before the lesson, identify a space to display children’s work from Days 2 and 3. A bulletin board can be created in or outside of the classroom that includes the Week 1 Weekly Question Chart and children’s writing.</p> <p>In this lesson, children will share their writing with new partners. Before the lesson, consider how children will be paired.</p> <ul style="list-style-type: none"><li>• children’s writing folders, including writing from Day 2</li><li>• writing tools</li></ul> <p>On the whiteboard, write: I notice _____.</p>
<b>Opening</b> 1 minute	<i>Yesterday you began writing to communicate about yourselves. Today you will have a chance to finish your writing and to share with different partners.</i>
<b>Individual Construction</b> 14 minutes	<p>Send the children to work with folders and writing tools. As children write, circulate to support them, by (for example)</p> <ul style="list-style-type: none"><li>• asking questions to help generate ideas;</li><li>• helping children segment and encode sounds in words;</li><li>• directing children to classroom resources for writing words.</li></ul>
<b>Pair Sharing</b> 14 minutes	<p>Gather the children back on the rug. Model sharing work in pairs. Sit shoulder-to-shoulder with a child partner.</p> <p><i>First my partner will share her work with me by reading her words</i></p>

	<p><i>and showing me her illustration.</i></p> <p>Have the child partner read her work.  <i>Now I will respond to my partner's work. I will begin by saying, "I notice ____."</i></p> <p>Point to the sentence frame on the board. Then use the frame to respond. Pair children and have them share their work and respond to their partner's work using the sentence frames.</p> <p>Repeat the process with new pairs, as time allows.</p> <p>After sharing, have several children share what they learned about their partners.</p>
<b>Closing</b> 1 minute	<p><i>Today you shared your writing, communicating about you and the people who are important to you. We will display your work so that everyone in the classroom community will get a chance to know you better.</i></p> <p>Collect children's work to be hung on the bulletin board.</p>
<b>Standards</b>	<p><b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details.</p> <p><b>SL.1.1.a</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>
<b>Ongoing assessment</b>	<p>After the lesson, review children's writing.</p> <p>What do they communicate about themselves?</p> <p>How do they communicate about themselves (using drawings, labels, words, sentences, etc.)?</p> <p>How effectively do they use the writing tools?</p> <p>How effectively do they use the space on the page?</p>

<b>Notes</b>
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## Unit 1: Building Strong Communities



### WEEK 1 Day 4

#### Writing Basics

Individual Construction: Telling and Writing Stories

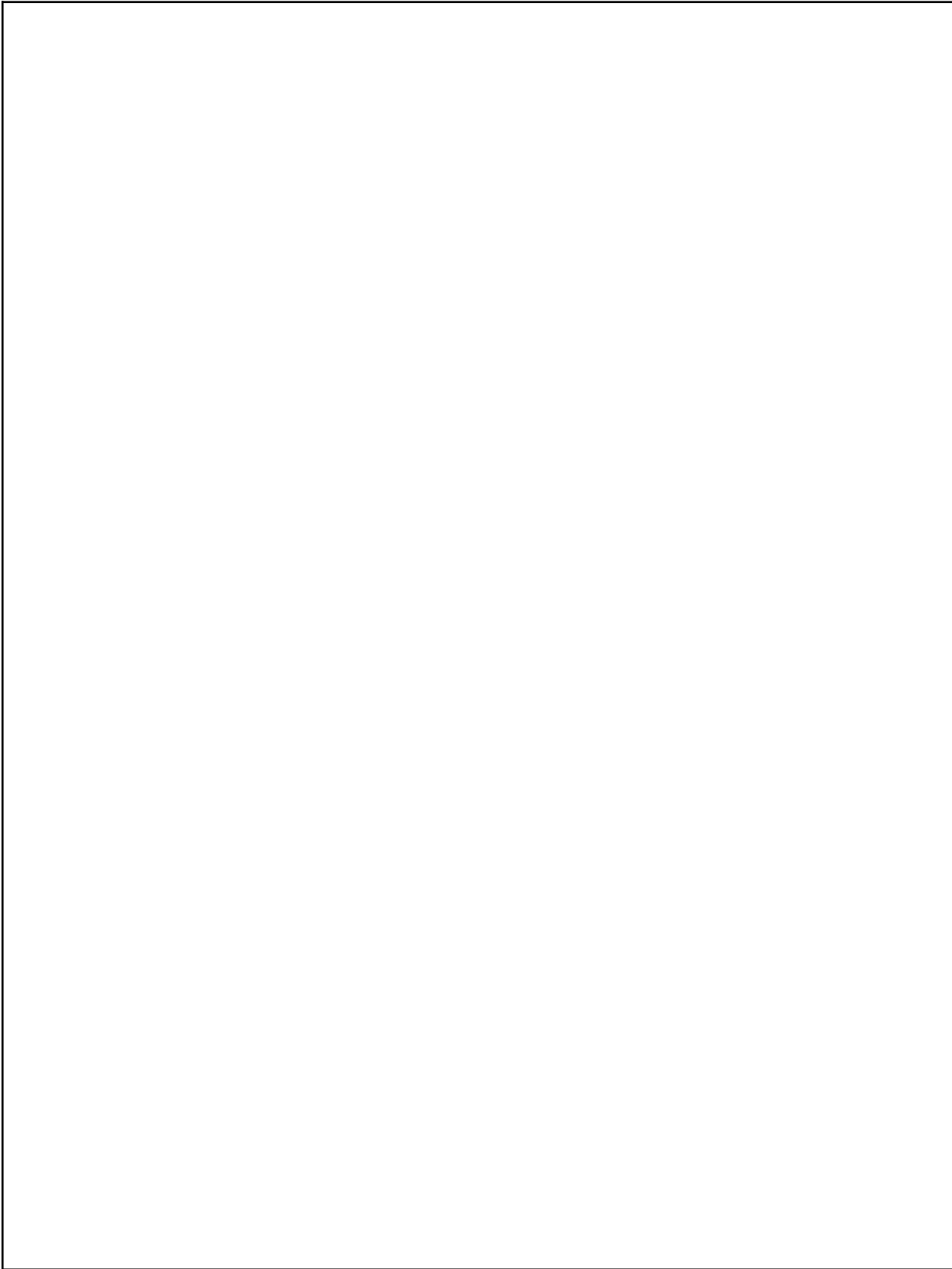
<b>Content Objective</b>	I can tell and write a true story about my life. (W.3.1.b )
<b>Language Objective</b>	I can ask questions to understand a story. (SL.2.1.b)
<b>Vocabulary</b>	<b>communicate:</b> to share ideas with each other <b>purpose:</b> the reason for doing or creating something <b>information:</b> facts or details about a subject
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● <i>Mango, Abuela, and Me</i>, Meg Medina</li><li>● writing notebooks, one for each child</li><li>● writing tools</li></ul>
<b>Opening</b> 1 minute	<i>We have been talking about communicating in different ways, for different purposes. One way that people communicate is through storytelling.</i>
<b>Modeling</b> 8 minutes	<p><i>People tell different types of stories for different purposes. Sometimes we tell true stories about themselves, and sometimes we tell stories we make up. In Mango, Abuela, and Me Mia tells the story of her abuela coming to live with her and of them teaching each other new languages.</i></p> <p><i>In our class this year we are going to tell lots of stories to each other! Today I would like to tell you a true story about myself, so that you can get to know me better.</i></p> <p>Model telling a story to a partner. Tell a true story from your life. After telling the story, invite your partner to ask a question to clarify his understanding.</p>

Writing U1 W1 D4

<b>Individual Construction</b> 8 minutes	<p><i>Now it's your turn! First you will think of a story that you would like to tell your partner. It could be about something you did this weekend or something you like to do with your family—anything that will help your partner get to know you better. Take a moment to think. When you have an idea for your story, put a silent thumbs up in front of your chest.</i></p> <p>Model the silent signal. Allow children several minutes to prepare for telling their stories.</p> <p>Introduce the routine for choosing who will talk first.  <i>The first partner will tell her story, and the second partner will ask a question. Then the second partner will tell his story, and the first partner will ask a question.</i></p> <p>As the children tell stories to their partners, circulate to support them.</p>
<b>Individual Construction</b> 12 minutes	<p>Hold up a writing notebook.  <i>Today you get to try out a new material for writing—a writing notebook! Each person will have a notebook. Each page has space for illustration and lines to write on.</i></p> <p>Introduce class-specific routines for using writing notebooks.</p> <p><i>Now you will use pictures and words to write the story you told your partner. Think about how you will communicate your story with drawing and writing. What will you draw? What words will you write?</i></p> <p>Send the children with writing notebooks and writing tools. As children write, circulate to support them, by (for example)</p> <ul style="list-style-type: none"> <li>• asking questions to help generate ideas;</li> <li>• helping children segment and encode sounds in words;</li> <li>• directing children to classroom resources for writing words.</li> </ul>
<b>Closing</b> 1 minute	<p><i>Today we communicated true stories about ourselves. Tomorrow we will communicate information.</i></p>
<b>Standards</b>	<p><b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details.</p> <p><b>SL.2.1.b</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>
<b>Ongoing assessment</b>	<p>As children work in pairs, circulate to take notes about how children work in pairs and the effectiveness of their storytelling.</p> <p>Are children following the routines for talking with a partner?</p> <p>What needs to be reinforced/retaught?</p>

	<p>How effective is their storytelling?</p> <p>Do children’s partners understand their stories?</p> <p>What types of questions do they ask each other?</p> <p>What can be learned about the children from the stories they tell?</p> <p>After the lesson, review children’s writing.</p> <p>What do they communicate about themselves?</p> <p>How do they communicate about themselves?</p> <p>How effectively do they tell their stories with illustrations?</p> <p>How effectively do they tell their stories with words?</p>
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## Notes





## WEEK 1 Day 5

### Writing Basics

Individual Construction: Telling and Writing Information

<b>Content Objective</b>	I can tell and write what I know about a topic. (W.3.1.b)
<b>Language Objective</b>	I can ask questions to understand my partner. (SL.2.1.b)
<b>Vocabulary</b>	<b>purpose:</b> the reason for doing or creating something <b>communicate:</b> to share ideas with each other <b>information:</b> facts or details about a subject
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>• <i>Sea Turtles</i>, Laura Marsh</li><li>• writing notebooks</li><li>• writing tools</li></ul>
<b>Opening</b> 1 minute	Refer to the Why We Write chart. <i>We have learned that writers write for different purposes to communicate different things. Yesterday we told true stories about our lives so that we could learn more about each other. Today I am going to do something different. I will tell you information that I know, to teach you something, just like this book: Sea Turtles.</i>
<b>Modeling</b> 8 minutes	<i>Writers write about what they know. We know a lot about our own lives, and we also know about other things in the world. Something I know a lot about is _____.</i> Model telling information about a topic to a partner. Use authoritative statements, rather than including yourself in the information. See the following example. <i>Sea turtles live in warm ocean waters, traveling all over the world! They are born on the beach, though, and take a long, dangerous journey to get to the ocean. When sea turtles are born, they are only about three inches long. The largest sea turtles can grow to be seven feet long!</i>

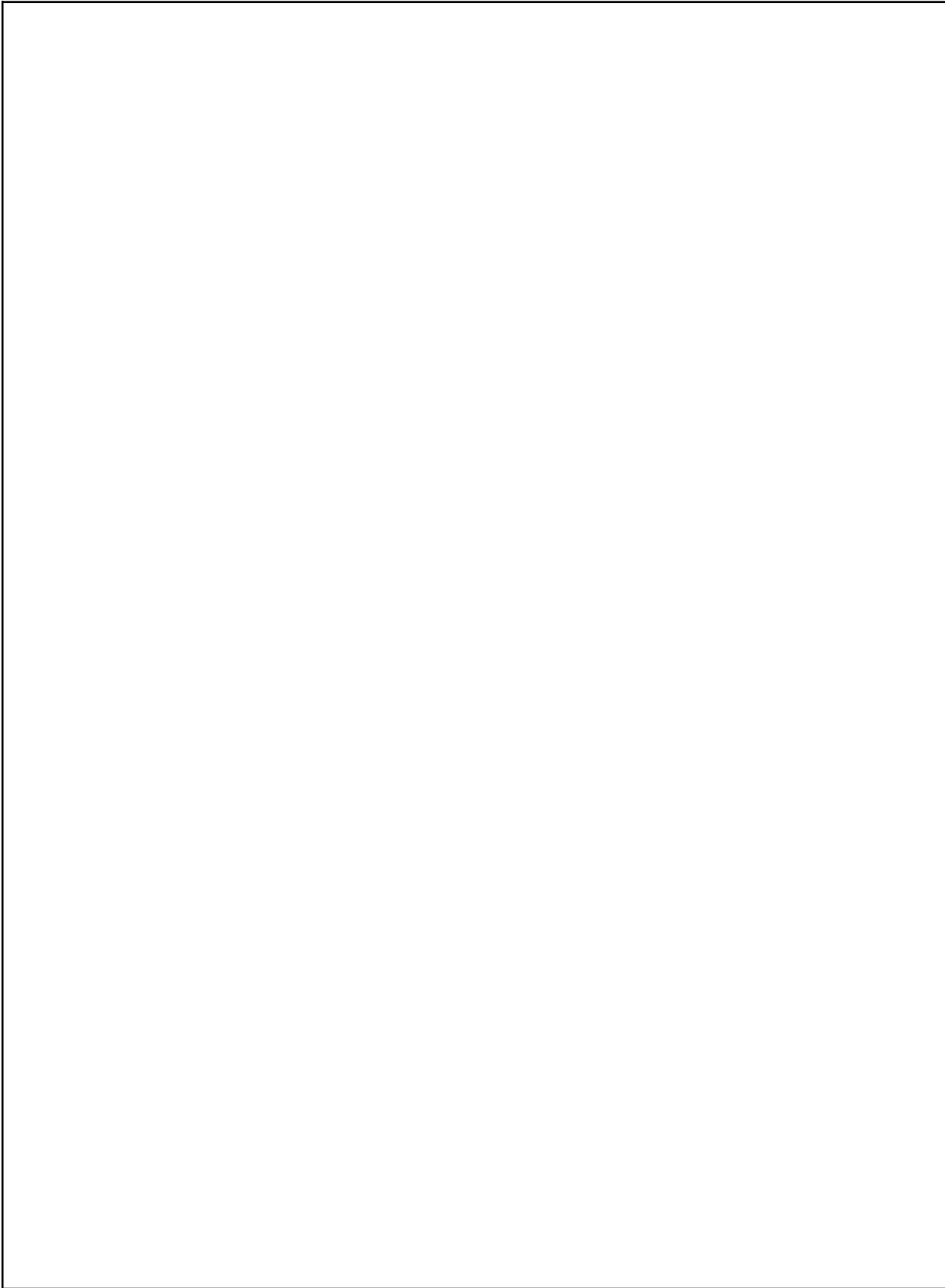


	After telling the information, invite your partner to ask a question.
<b>Individual Construction</b> 8 minutes	<p><i>Now it's your turn to tell information about something. Think about something you know a lot about. For example, if you know about dinosaurs, you can tell your partner many things you know about them. Take a moment to think. When you have an idea for what you would like to tell your partner, put a silent thumbs up in front of your chest.</i></p> <p>Model the silent signal. Allow children several minutes to prepare for telling information.</p> <p>Review the routine for turning to talk to a partner. Guide children to move so they are sitting knee to knee with their partners. Review the routine for choosing who will talk first.</p> <p><i>The first partner will tell her information, and the second partner will ask a question. Then the second partner will tell his information, and the first partner will ask a question.</i></p> <p>As the children talk to their partners, circulate to support them.</p>
<b>Individual Construction</b> 12 minutes	<p><i>Now you will use pictures and words to write the information you told your partner. Think about how you will communicate the information with drawing and writing. What will you draw? What words will you write?</i></p> <p>Send the children to work with writing notebooks and writing tools. As they write, circulate to support them.</p>
<b>Closing</b> 1 minute	<p><i>Today we communicated information. Next we will learn about another purpose for writing: giving directions.</i></p>
<b>Standards</b>	<p><b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details.</p> <p><b>SL.2.1.b</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>
<b>Ongoing assessment</b>	<p>While circulating, take notes about how children work in pairs and the effectiveness of their information telling.</p> <p>Are children following the routines for talking with a partner? What needs to be reinforced/retaught?</p> <p>How effective are children at telling information? Do their partners understand? What types of questions do they ask each other? What can be learned about the children from the information they tell?</p>

	After the lesson, review children’s writing. What topics do they write about? How effectively do they tell information with illustrations? How effectively do they tell information with words?
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**Notes**

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Writing U1 W1 D5

## Unit 1: Building Strong Communities

### WEEK 1

### Stations

See Launching Stations, next page, for guidance on introducing activities.

Station	Activities	Materials
<b>Shared Reading</b>	<i>Begins in Week 2</i>	
<b>Teacher Groups</b>	<i>Begin in Week 3</i>	
<b>Reading</b> <i>Introduced on Day 4</i>	Independent and Partner Reading	<ul style="list-style-type: none"><li>● individual book bags</li><li>● leveled and decodable books</li><li>● whisper phones</li></ul>
<b>Listening &amp; Speaking</b> <i>Introduced on Day 3</i>	Talk, Draw, Talk	<ul style="list-style-type: none"><li>● Week 1 image 1 (from <i>All Are Welcome</i>)</li><li>● Week 1 prompt 1, copy for each child</li><li>● Week 1 image 2 (Ella Jenkins)</li><li>● Week 1 prompt 2, copy for each child</li><li>● sand timers</li><li>● drawing tools</li></ul>
<b>Science Literacy</b>	<i>Begins in Week 2</i>	
<b>Vocabulary</b> <i>Introduced on Day 2</i>	Draw for Meaning <i>family, friend, school, hello</i>	<ul style="list-style-type: none"><li>● Introducing Draw for Meaning cards, copied and cut apart, 1 set of 4 cards for each group</li><li>● Draw for Meaning sheets, 1 for each child</li><li>● drawing and writing tools, enough for all groups to work simultaneously</li></ul>
<b>Word Work</b> <i>Introduced on Day 5</i>	Initial Sound BINGO	<ul style="list-style-type: none"><li>● letter tiles</li><li>● BINGO Caller Card, in a sheet protector</li><li>● dry erase marker</li><li>● BINGO cards, copied onto stiff paper or in sheet protectors</li><li>● BINGO directions</li></ul>

## WEEK 1

### Launching Stations

The first two weeks of Stations are dedicated to establishing the mechanics and routines of the component and introducing some of the regular station activities. Before the first day:

- Determine how Stations work will be organized, such as in color-coded folders for blank sheets and finished work.
- Determine where in the classroom each station will be consistently located.
- Prepare each station's bin with its sign, folders, and writing tools. Add materials listed in Day 1, below.
- Establish children's small groups for the first two weeks.
- Set up and make visuals for the system by which children will move from one station to the next.
- Choose a signal to use for Stations transitions (chime, music, word or phrase, gesture, light).

**In Weeks 1 and 2**, the beginning of Stations time is dedicated to the introduction of a particular routine or station activity (see details below). While children work, teachers monitor children's activity in and flow between the stations, answer questions, reinforce behaviors, help children access resources, and support use, management, and care of materials.

**Beginning in Week 3**, stations introductions are no longer needed, as the activity structures continue through the weeks. Flexibly, at the beginning, midway, or end of Stations, teachers hold five-minute Community Conversations, clarifying directions, reviewing specific materials, or offering reminders. As children settle into Stations work, teachers use some of the time to work with children individually, assessing their skills and needs and forming initial small groups. Once children can work productively and independently in all stations, teachers dedicate most of the time during the Stations block to targeted small group instruction.

#### Week 1, Day 1

Introduce Stations systems	
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>• Stations Scavenger Hunt, one copy for each child</li> <li>• pencils</li> </ul> <p>Keep in each station's bins or areas the following materials.</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> <li>• Vocabulary Station conversation image</li> <li>• Introducing Weekly Words cards, cut apart (4 cards)</li> <li>• Draw for Meaning sheets, one for each child (in a folder)</li> <li>• colored pencils</li> </ul> <p><u>Listening and Speaking</u></p> <ul style="list-style-type: none"> <li>• Listening and Speaking image 1 and image 2</li> <li>• Listening and Speaking prompt 1 and prompt 2</li> <li>• sand timers</li> <li>• headphones (or other classroom listening technology)</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• Reading Station conversation image</li> <li>• whisper phones</li> <li>• individual book bags</li> <li>• books</li> </ul> <p><u>Word Work</u></p> <ul style="list-style-type: none"> <li>• Word Work Station conversation image</li> <li>• magnetic letter tiles</li> <li>• letter boards</li> <li>• dry erase markers</li> <li>• Word Work directions cards</li> </ul> <p><u>Science Literacy</u></p> <ul style="list-style-type: none"> <li>• Science Literacy conversation image</li> <li>• science journals (blank)</li> <li>• colored pencils</li> <li>• <i>Ada Twist, Scientist</i></li> </ul>
<b>Introduction</b> 15 minutes	<p><i>Each day we will work in Stations. This is a time for you to practice some of the skills you are each developing. Stations will come at this time in our schedule, right after [____] each day.</i></p> <p><i>Today, we'll practice how Stations will work. We'll start with four stations: Vocabulary, Listening and Speaking, Reading, and Word Work.</i></p> <p>Indicate each station as it is named, pointing or walking to where it is located</p>

	<p>in the classroom and showing its sign.</p> <p><i>You'll know which station you are in by its sign, and by the activities you find there.</i></p> <p><i>Each day you will visit at least one station. How will you know where to go and who you will work with?</i></p> <p>Describe the classroom management system, whether a work board, passport, or other way for children to know in which station to work and when. Walk through and practice “reading” the system together. List the groups for the week by color, letter, animal, or other designation, and name the children in each group. Note that groups will change based on the kinds of practice each child needs at different times during the year. Encourage children to help each other find their way in reading the schedule and locating the stations where they belong.</p> <p><i>Today, at each station, you will find something that tells you a little bit about the kind of work you will do there. When you arrive at your station, make sure everyone in your group is in the right place. Look at what you find in the bin and talk about it for a few minutes.</i></p> <p>Show the Stations Scavenger Hunt.</p> <p><i>Here's a Stations Scavenger Hunt. These are things to look for in the stations. When you find anything on this sheet, mark it with an x.</i></p> <p><i>When you hear the signal, you'll move to your next station.</i>  <i>[Demonstrate signal.] You might not get to every station today; that's fine.</i>  <i>Let's try it!</i></p> <p>Distribute the Stations Scavenger Hunts and pencils to each child.</p>
20 minutes	<p>Remind children of their tasks:  make sure all the children in the group are gathered,  look at and talk about the materials at each station, and  mark what they find on their Stations Scavenger Hunts.</p> <p>Signal for children to move from the rug to their first stations. Help children get oriented and encourage them to help each other.</p> <p>Monitor children's activity. After about four minutes, give a one-minute warning. Then signal the transition to the second station.</p> <p>Depending on how smoothly the group is managing, the children may visit two, three, or all four stations.</p>
5 minutes	<p>Bring the group back together to share discoveries and answer questions</p>

	about how this component works.
<b>Week 1, Day 2</b> <b>Introduce the Vocabulary Station</b>  Note: Stations time will be shorter on this day. Use the extra time for reinforcing Stations routines and for any needed orienting to the new school year.	
<b>Materials and Preparation</b>	<p>All children will practice this one station. Create as many Vocabulary Station sets as needed for children to work in their established small groups.          Note: The words used for the station are different from those introduced during the week's Vocabulary and Language lessons; those will appear in the Vocabulary Station in Week 2.</p> <ul style="list-style-type: none"> <li>• Introducing Draw for Meaning cards</li> <li>• Draw for Meaning sheets, 1 copy for each child</li> <li>• drawing and writing tools</li> <li>• chart paper and markers</li> </ul> <p>Create a large model of the Draw for Meaning sheet.</p> <div data-bbox="503 966 1305 1814" data-label="Form"> <div>Draw for Meaning</div> <div>Name: _____</div> <div>Write the word: _____</div> <div> <div>Draw the word:</div> <div></div> </div> <div>Write about the word:</div> <div>_____</div> <div>_____</div> <div>_____</div> </div>



10 minutes	<p><i>What did you discover in the Vocabulary Station yesterday?</i> Refer to the Stations Scavenger Hunt.</p> <p><i>Today you will practice the work you'll do in the Vocabulary Station, called Draw for Meaning.</i> Choose one of the Introducing Draw for Meaning words to complete the chart as an example. Talk through and use children's suggestions for each part. More than one drawing and sentence can be included.</p> <p>When writing about the word, encourage children to use the word in their sentences.</p> <p><i>When you do this work at the Vocabulary Station today, you can choose any of these words:</i> Show the Introducing Draw for Meaning cards: family, friend, school, hello.</p> <p><i>Usually, the Vocabulary Station will be here [____]. Today, since we are all practicing together, it will be on all of the tables. Everything you need is there: word cards, Draw for Meaning sheets, drawing and writing tools, and your folders.</i></p>
10 minutes	<p>Distribute one sheet to each child. Dismiss children to tables by group. As they work, circulate to observe their efforts, provide support, and monitor expectations for Stations work habits.</p>
5 minutes	<p>Bring the group back together to share discoveries and answer questions about the Vocabulary Station.</p>
<p><b>Week 1, Day 3</b> <b>Introduce the Listening and Speaking Station, Vocabulary Station open</b></p>	
<b>Materials and Preparation</b>	<p>Plan for two station rotations so that all children visit both the Vocabulary and Listening and Speaking stations (at least two set ups of each station).</p> <ul style="list-style-type: none"> <li>• Week 1 image 1 (illustration from <i>All Are Welcome</i>)</li> <li>• Week 1 prompt 1, 1 copy for each child</li> <li>• sand timers</li> <li>• drawing tools</li> </ul>
15 minutes	<p><i>What did you discover in the Listening and Speaking Station?</i> Refer to the Stations Scavenger Hunt. Note that the headphones will not be used yet but in upcoming weeks.</p>

	<p><i>Today you will practice the work you'll do in the Listening and Speaking Station: talking, drawing, and talking some more. Conversation, or talking and listening, is an important way we learn about the world, about each other, and even about how to read and write!</i></p> <p>Describe the work of the station, guiding children through the process of looking at and talking about an image together, drawing independently, and then talking about the drawings.</p> <p><i>You'll work with a partner at this station.</i></p> <p><i>First, you'll look together at an image. Talk and listen to each other about what you see and what you think about it.</i></p> <p>Show this week's Image 1, and invite a child to model a conversation. Begin by doing all of the talking.</p> <p><i>Oh, I've been doing all the talking! This means I don't know what my partner thinks about the image. Here's a tool that can help solve that problem.</i></p> <p>Show a sand timer. Explain how to set and turn over the timer to take turns talking and listening with a partner.</p> <p><i>When you start the sand timer, one person is the speaker and one person is the listener. When the sand runs out, you switch roles. Now that we're both taking turns, we can have a really interesting conversation! Try to take two or three turns each.</i></p> <p><i>After we've talked about the image, we'll take a few minutes to draw about our ideas. We won't copy the image we're looking at; we'll draw something it makes us think about. We can talk and share ideas while we draw, or we can work quietly until we're both ready.</i></p> <p>Indicate the space for drawing on the Talk, Draw, Talk sheet.</p> <p><i>I'm going to ask my partner, What do you think you will draw?</i></p> <p><i>After drawing, when we are ready, we'll talk and listen to each other about what we drew. Again, try to take two or three turns each.</i></p> <p><i>The Vocabulary Station is also open today. Everyone will go to both stations today: Talk, Draw, Talk at the Listening and Speaking, and Draw for Meaning at the Vocabulary Station. When you go to Vocabulary, choose a different word from the one you drew yesterday.</i></p>
10 minutes	<p>Rotation 1</p> <p>Distribute Talk, Draw, Talk sheets to half of the children and Draw for Meaning sheets to the other half. Dismiss children to tables by group.</p> <p>As children work, circulate to observe their efforts, provide support, and monitor expectations for Stations work habits.</p>

5 minutes	Signal clean up and transition; help children get settled in new stations.
10 minutes	<p>Rotation 2</p> <p>Children move to the station they have not yet visited (Listening and Speaking go to Vocabulary and vice versa).</p> <p>Continue to circulate, observe, and support children's work.</p>
5 minutes	Bring the group back together to share discoveries and answer questions about the Listening and Speaking Station.
<b>Week 1, Day 4</b> <b>Introduce the Reading Station, Listening and Speaking Station open</b>	
<b>Materials and Preparation</b>	<p>Plan for two station rotations so that all children visit both the Reading and Listening and Speaking stations (at least two set ups of each station).</p> <ul style="list-style-type: none"> <li>• individual book bags</li> <li>• leveled and decodable books</li> <li>• whisper phones</li> </ul> <p>Replace or add to the Listening and Speaking Station:</p> <ul style="list-style-type: none"> <li>• Week 1 image 2 (photo of Ella Jenkins with a group of children)</li> <li>• Week 1 prompt 2</li> </ul>
15 minutes	<p><i>What did you discover in the Reading Station?</i></p> <p>Refer to the Stations Scavenger Hunt.</p> <p><i>Today you will practice the work you'll do in the Reading Station. This is where you will work on your own and with partners all year long to become strong readers!</i></p> <p>Introduce the individual book bags and book collection.</p> <p>Describe the work of the station, guiding children through the process of choosing books, keeping book bags organized, finding a comfortable position for reading, and using the whisper phones.</p> <p><i>The Listening and Speaking Station is also open today. You'll find a new image to talk and draw about. Everyone will go to both stations today.</i></p>
10 minutes	<p>Rotation 1</p> <p>Dismiss half of the children to read and the other half to Listening and Speaking.</p> <p>As children work, circulate to observe their efforts, provide support, and monitor expectations for Stations work habits.</p>

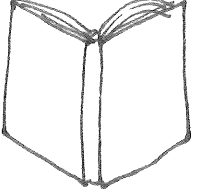
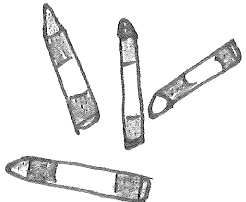
5 minutes	Signal clean up and transition, help children get settled in a new station.
10 minutes	Rotation 2 Children move to the station they have not yet visited (Listening and Speaking go to Reading and vice versa). Continue to circulate, observe, and support children's work.
5 minutes	Bring the group back together to share discoveries and answer questions about the Reading Station. Add any appropriate ideas to the Weekly Question chart to answer the question, "Who am I, and who are we together?"
<b>Week 1, Day 5</b> <b>Introduce the Word Work Station, Reading Station open</b> <b>Community Conversation</b>	
<b>Materials and Preparation</b>	<p>All children will practice this one station. Create as many Word Work Station sets as needed for children to work in their established small groups. As children finish working, they will move to the Reading Station.</p> <ul style="list-style-type: none"> <li>• letter tiles</li> <li>• BINGO Caller Card, in a sheet protector</li> <li>• dry erase marker</li> <li>• BINGO cards, copied onto stiff paper or in sheet protectors</li> <li>• BINGO directions</li> </ul>
15 minutes	<p><i>What did you discover in the Word Work Station?</i></p> <p>Refer to the Stations Scavenger Hunt.</p> <p><i>Today you will all visit the Word Work Station. This is where you will practice the skills we are working on in our Foundations lessons. This station is a bit different from the other ones, because the activities you do here will change from week to week, depending on what we are learning about letters, sounds, and words.</i></p> <p>Describe the week's activity, Initial Sound BINGO.</p> <p><i>Usually, the Word Work Station will be here [____]. Today, since we are all practicing together, it will be on all the tables. Everything you need is there.</i></p> <p><i>Groups will take different amounts of time to complete this work. When you have finished, if there's still time, you can get your book bags and do some reading.</i></p>

	<i>Afterwards, we'll get back together for a community conversation about how Stations went this week.</i>
15 minutes	Dismiss children to tables to work. As they do, circulate to observe and support them. As children complete their Word Work activities, help them organize their finished work and get settled with reading.
5 minutes	Signal clean up and transition.
10 minutes	Bring the group back together for a Community Conversation. Discuss what went well during Stations this week, what challenges children encountered, what might need to be tweaked, and what can be reinforced.

Name: \_\_\_\_\_

## Stations Scavenger Hunt

Mark each item as you find it at a station.

			
letter tiles	directions	word cards	book
			
dry erase marker	picture of people singing	folder	whisper phone
			
pencil	headphones	sand timer	science journal
			
paper for writing and drawing	crayons	book bag or book bin	colored pencils

Stations U1 W1





friend

from *Baby Be Kind*, Jane Cowen-Fletcher (2012)

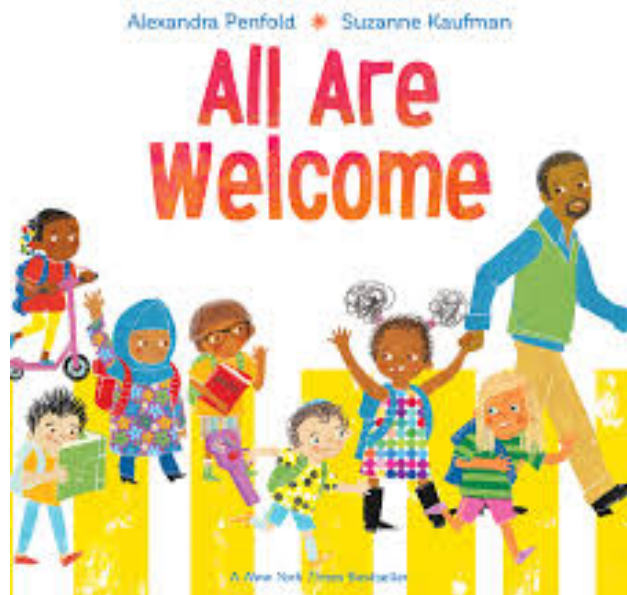


family

<https://en.wikipedia.org/wiki/Family>

Weekly Words U1 W1

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school



hello





*All Are Welcome*, illustration by Suzanne Kaufman

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*All Are Welcome*, illustration by Suzanne Kaufman

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Listening & Speaking W1.1

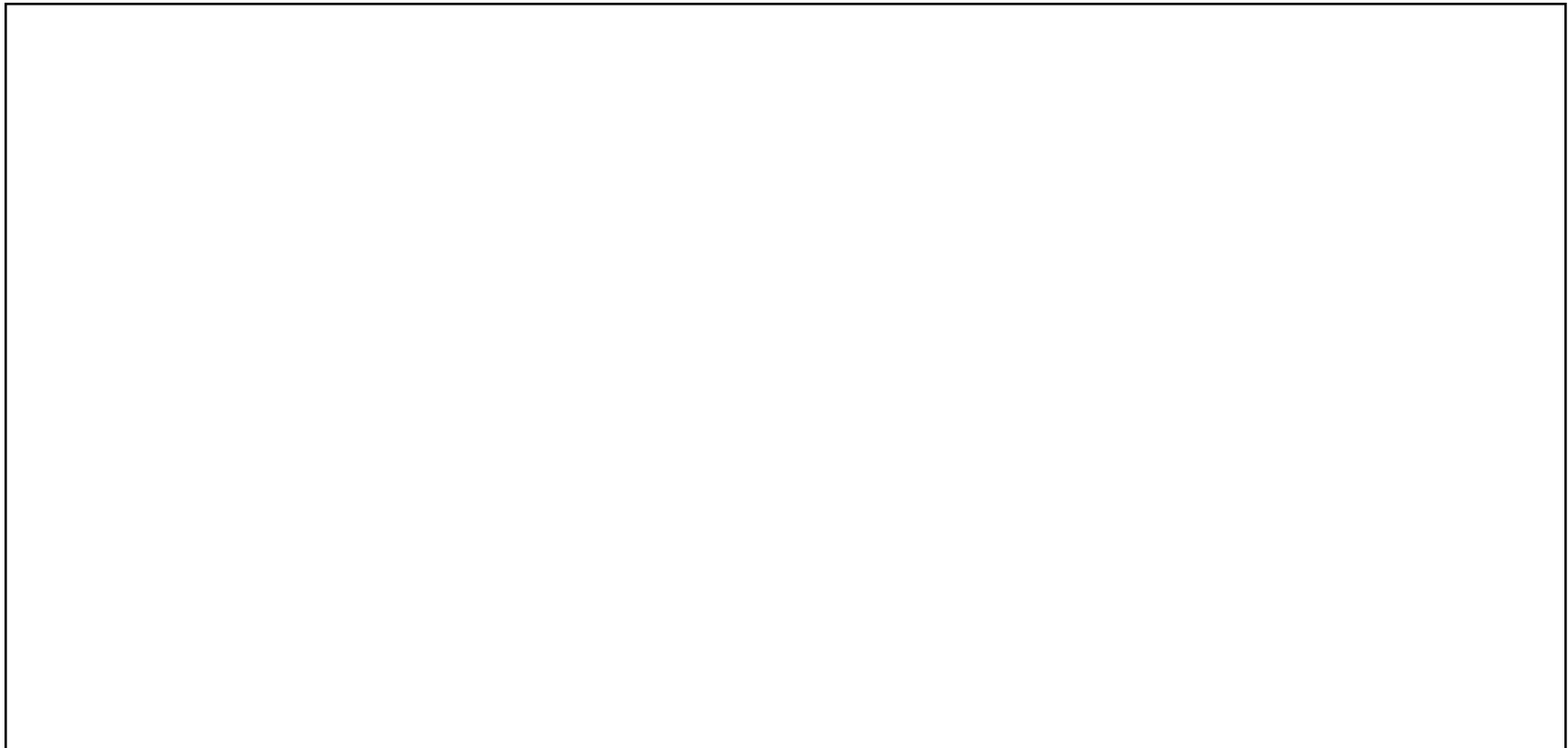
Name: \_\_\_\_\_

## **Talk Draw Talk**

Look carefully at the image. These children are eating together.

Draw a picture of some food you would like to share with other people in your community.

Talk with your partner about your drawing.



Listening & Speaking W1.1

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**Ella Jenkins**

Artists Pay Tribute to 'First Lady of Children's Music' NPR Oct. 11, 2004  
<https://www.npr.org/artists/16319751/ella-jenkins>

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**Ella Jenkins**

Artists Pay Tribute to 'First Lady of Children's Music' NPR Oct. 11, 2004  
<https://www.npr.org/artists/16319751/ella-jenkins>

Listening & Speaking Station W1.2

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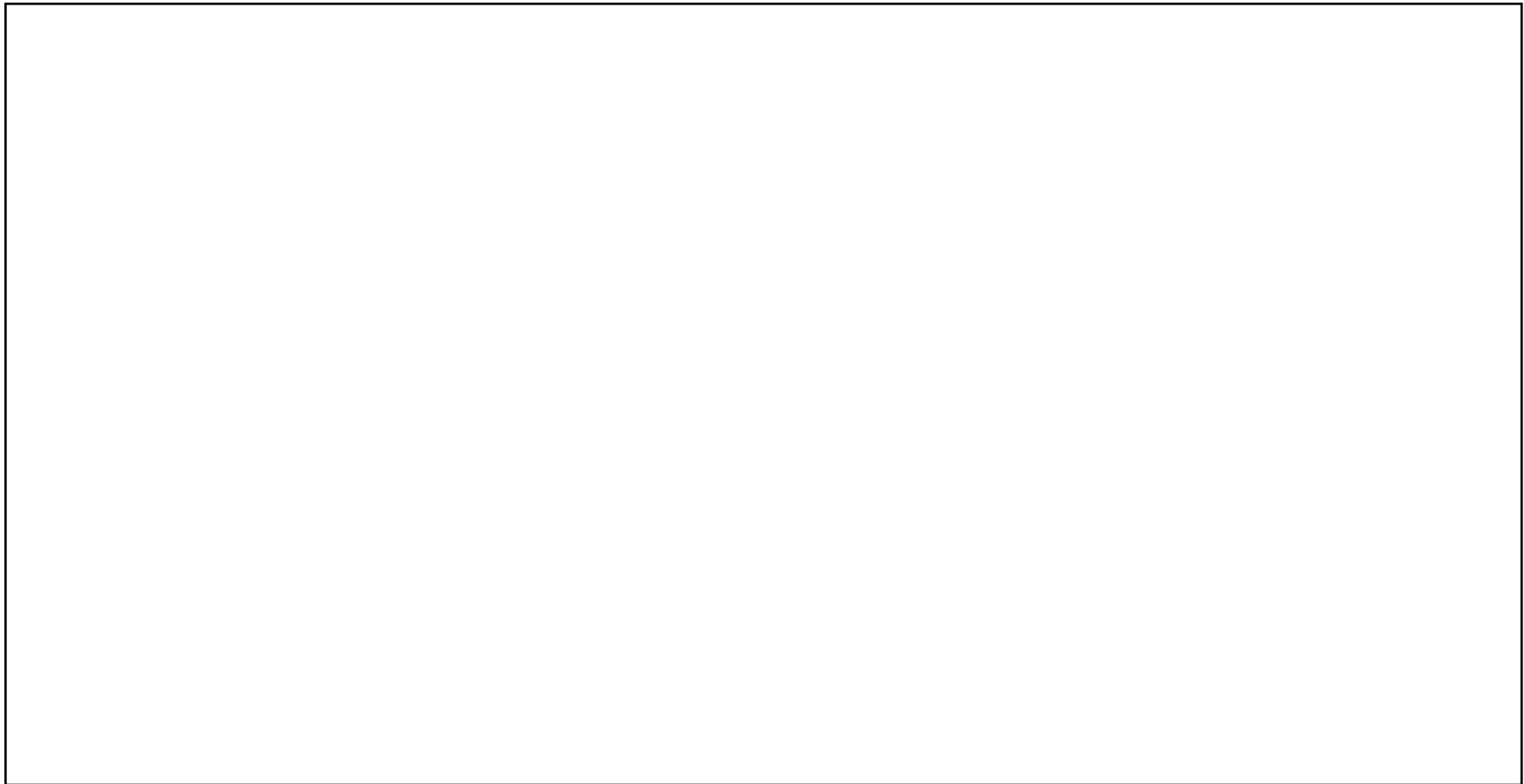
Name: \_\_\_\_\_

## **Talk Draw Talk**

Look carefully at the image. Singing songs is one thing people do together in communities.

Draw a picture of people doing something fun together.

Talk with your partner about your drawing.



Listening & Speaking W1.2

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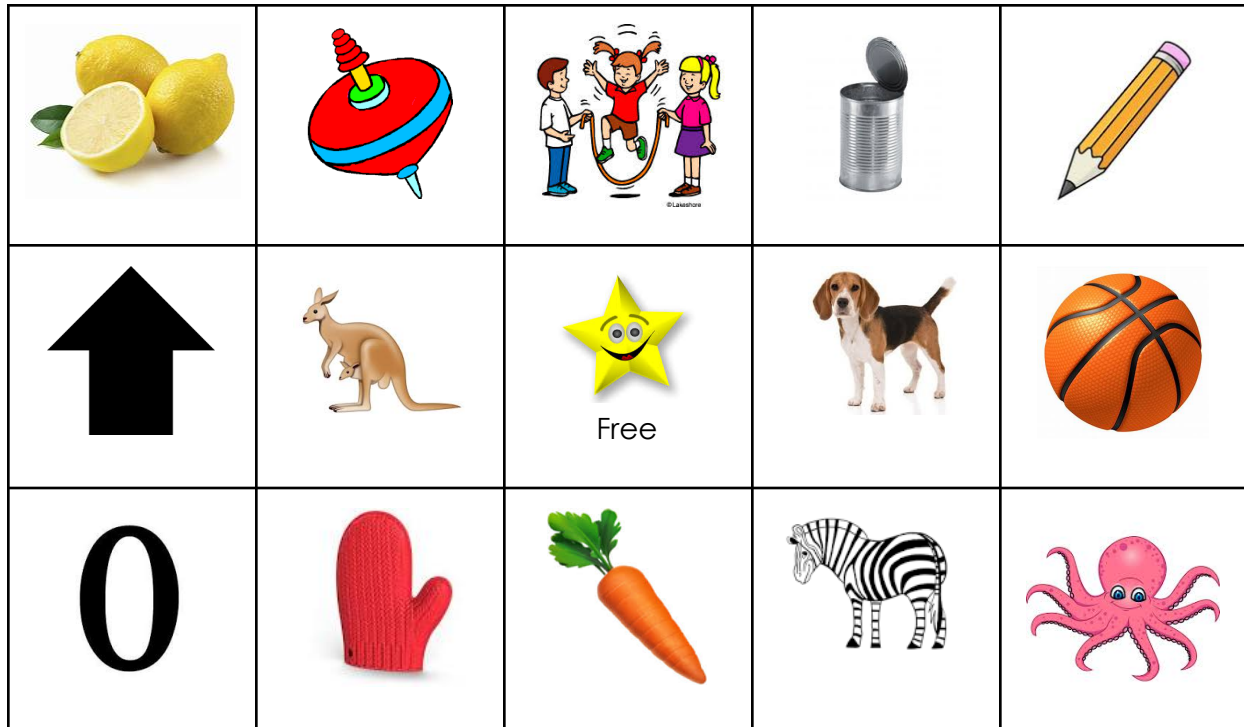
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# BINGO Caller Card

Put an **X** in the box each time you call a letter or sound.

Aa	Bb	Cc	Dd	Ee	Ff
Gg	Hh	Ii	Jj	Kk	Ll
Mm	Nn	Oo	Pp	Qu qu	
Rr	Ss	Tt	Uu	Vv	Ww
Xx	Yy	Zz	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		

# BINGO Cards




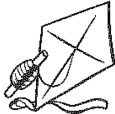




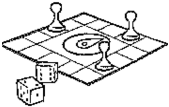

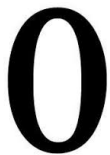






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Word Work Station U1 W1-2

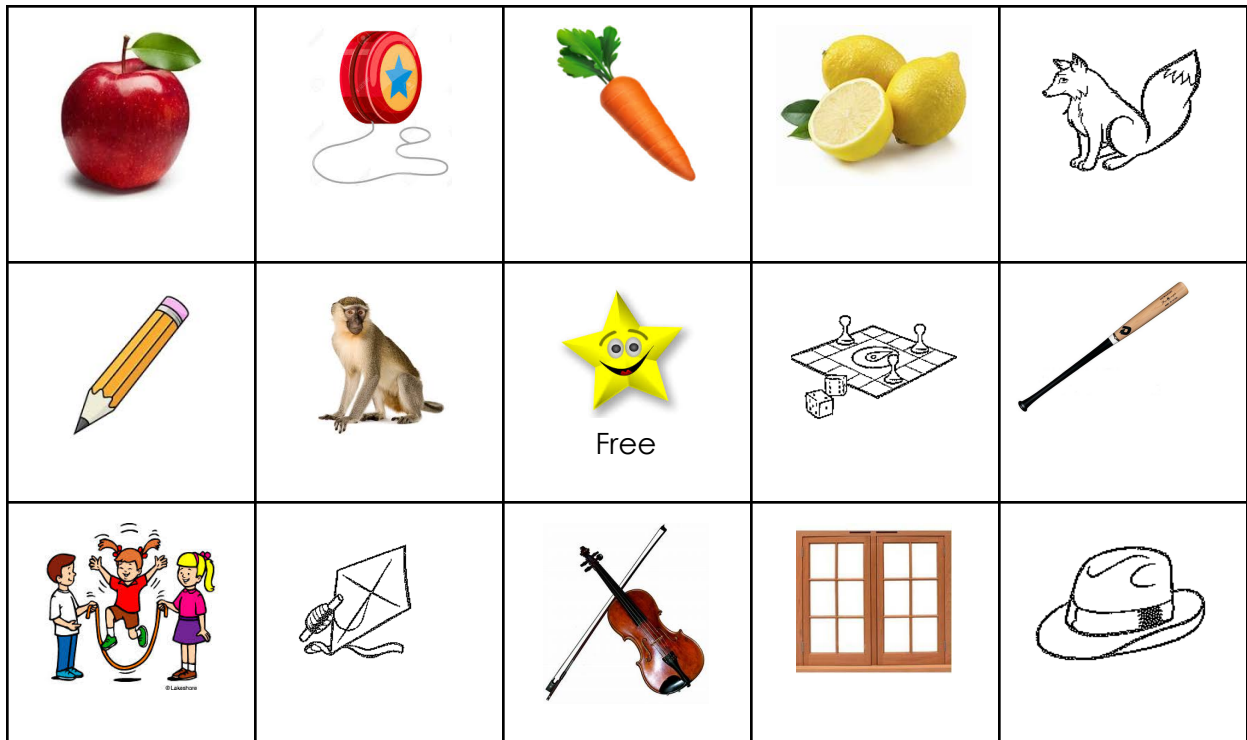
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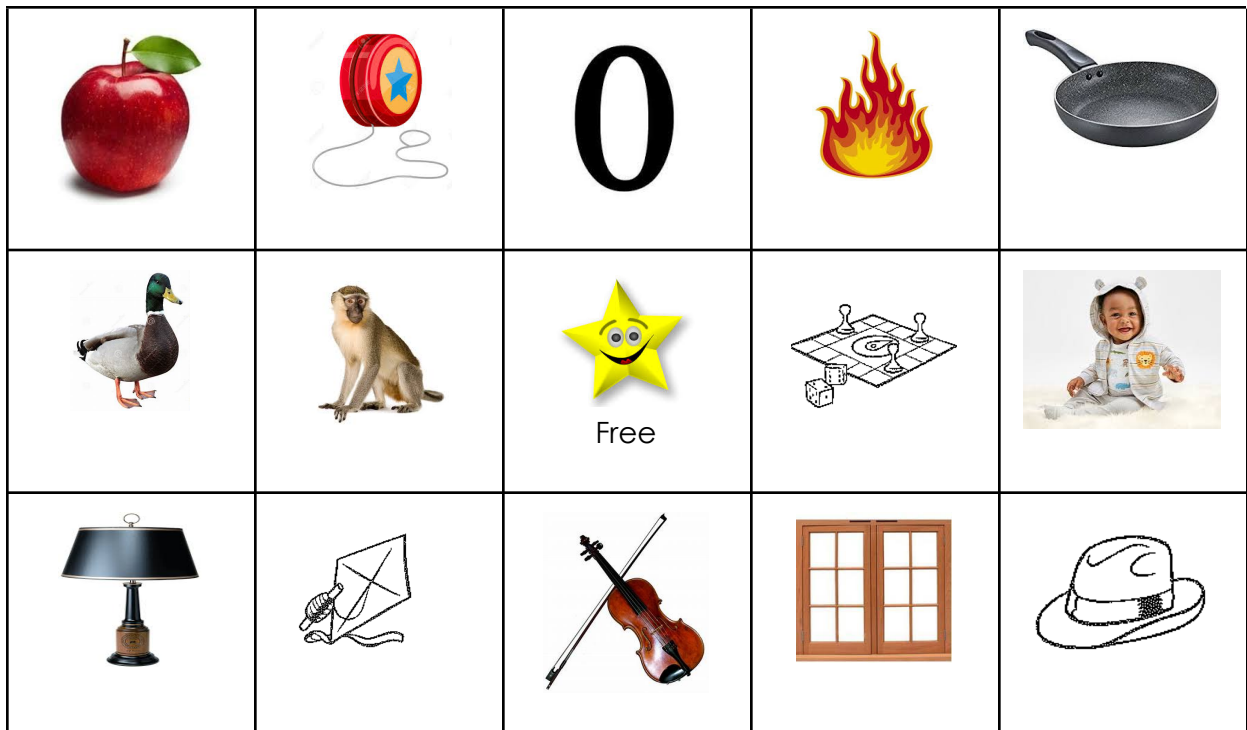














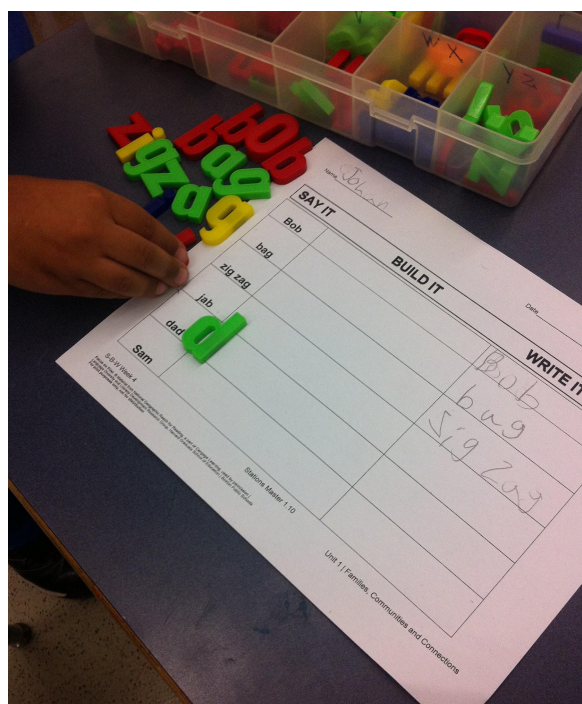
Reading Station conversation image



Stations U1 W1

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Word Work Station conversation image



Stations U1 W1



Vocabulary Station conversation image



Stations U1 W1

Science Literacy conversation image



<https://www.scholastic.com/parents/others/articles/learning-personalities-quiz-6-7-scientistmathematician.html>

Stations U1 W1

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Listening and Speaking conversation image



Stations U1 W1

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## WEEK 1 Lesson 1

### Science and Engineering: What Does a Scientist Do?

<b>S &amp; E Big Idea</b>	Children can behave as scientists to find out about our world.
<b>S &amp; E Guiding Question</b>	What does a scientist do?
<b>Content Objective</b>	I can ask a question that can be answered by doing a science investigation. (Practice 1)
<b>Language Objective</b>	I can ask a question about what I notice to get more information. (SL.1.1c)
<b>Vocabulary</b>	<b>observation:</b> noticing or watching something very carefully to gain information <b>scientist:</b> a person who studies physical, earth, or life sciences
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>• <i>Ada Twist, Scientist</i>, Andrea Beaty</li><li>• Types of Scientists Vocabulary cards (slides), one set</li><li>• Matching Game cards, one set per pair/small group</li></ul> <p>On the whiteboard, write: What does a scientist do?</p>
<b>Opening</b> 5 minutes	<p><i>This is our first Science and Engineering lesson! We will begin by thinking about what a <b>scientist</b> is and what scientists do. Then, we'll meet a scientist in a book!</i></p> <p><i>First, close your eyes and imagine someone who is a scientist. What does that person look like? What is that person wearing? What is that person doing?</i></p> <p>Allow thinking time. Invite a few children to share their images of scientists. Note similarities and differences in children's ideas about who a scientist is and what a scientist does.</p>
<b>Text</b> 14 minutes	Read the book <i>Ada Twist, Scientist</i> , pausing minimally to define vocabulary. Highlight moments when the character asks questions.

<b>Discussion</b> 10 minutes	<p><i>What does Ada Twist do in this story?</i> [Ada asks a question about a terrible smell; this began an investigation to find its source. Throughout the investigation, including her time in the thinking chair, she records her ideas; her parents offer her a large piece of graph paper for this purpose.]</p> <p><i>Ada is a child AND she's a scientist! This year, we will spend a lot of time thinking, acting, and communicating as scientists- doing the same things Ada Twist does.</i></p> <p><i>Today we will learn about different kinds of scientists. Did you know that there are many kinds of scientists you could be?</i></p> <p>Post the vocabulary cards and the matching pictures. Post these for the children to see.</p> <ul style="list-style-type: none"> <li>• Meteorologist: Weather</li> <li>• Chemist: Atoms and Test Tubes</li> <li>• Astronomer: Planets and Stars</li> <li>• Microbiologist: Microscope</li> <li>• Marine biologist: Sea Life</li> <li>• Geologist: Rocks</li> <li>• Botanist: Plants</li> </ul> <p>Have children play the scientist matching game by matching the name of the scientist to the picture of what they study. Circulate through the groups to help the children identify the names.</p>
<b>Closing</b> 1 minute	<p><i>All through first grade, you'll be asking questions about things you notice and investigating some of those questions, just like Ada Twist does! We will also practice being meteorologists, biologists, and botanists.</i></p>
<b>Standards</b>	<p><b>Practice 1:</b> Asking questions and defining problems <b>S.L.1.1c:</b> Ask questions to clear up any confusion about the topics and texts under discussion.</p>
<b>Ongoing assessment</b>	<p>During the conversation and in reviewing questions recorded in the teacher's journal, notice what kind of questions children ask and what topics interest them.</p>

<b>Notes</b>
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**Meteorologist**

**Marine  
Biologist**

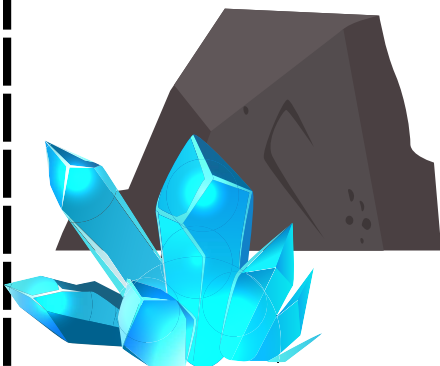
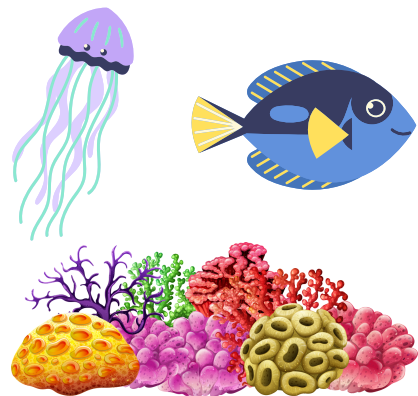
**Geologist**

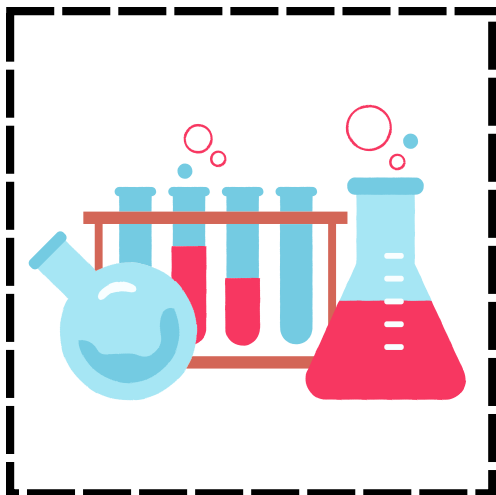
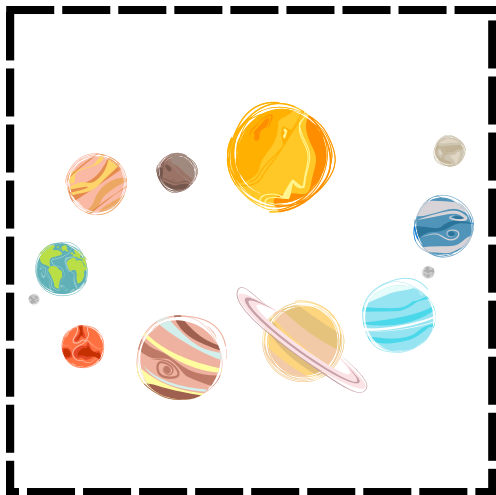
**Astronomer**

**Microbiologist**

**Chemist**

**Botanist**





## WEEK 1 Lesson 2

### Science and Engineering: Introducing Science Journals

<b>S &amp; E Big Ideas</b>	Children can create a science journal for questions and observations to learn about the world around them.
<b>S &amp; E Guiding Question</b>	How do we use science journals to learn about our world?
<b>Content Objective</b>	I can ask a question that can be answered by conducting a science investigation. (Practice 1)
<b>Language Objective</b>	I can ask a question about what I notice to get more information. (SL.1.1c)
<b>Vocabulary</b>	<b>observation:</b> noticing or watching something very carefully to gain information <b>scientist:</b> a person who studies physical, earth, or life sciences <b>science journal:</b> a daily record of science investigations
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>• Questions Scientists Ask, 1 copy Cut out into strips.</li><li>• Types of Scientists cards, from Lesson 1 (1 set per class)</li><li>• journals, 1 for each child and teacher's model This will be a journal that children work in this year.</li><li>• Week 1 journal question strips, copied and cut apart, 1 for each child</li><li>• glue sticks</li><li>• pencils</li><li>• colored pencils</li><li>• science journal resource, printed, copied and cut out for children to choose from when designing their science journal cover</li><li>• magazines, photographs, newspapers, optional, to decorate science journal cover</li></ul> <p>Set up a Teacher Science Journal to use as a model:</p> <ol style="list-style-type: none"><li>1. Write your name on the cover.</li><li>2. Leave several pages blank, then glue the question strip onto the top</li></ol>

	<p>of the next page.</p> <p>Use the following link to find the relevant information for science journals:</p> <ul style="list-style-type: none"> <li>• <a href="#">Daylight Hours</a></li> <li>• <a href="#">National Weather Service</a> (Enter the schools zipcode in the upper left corner to generate a local forecast)</li> </ul> <p>The teacher should use their journal to model a journal entry for the children.</p>
<b>Opening</b> 6 minutes	<p>Revisit the different types of scientists that were introduced in Lesson 1. Repost the different types of scientists and review the names.</p> <p><i>Today we will start thinking like scientists. I will read you some questions. I would like you to think about which scientist would ask that question.</i></p> <p>Read the first question from Questions Scientists Ask. Invite children to turn and talk to select a scientist that would match the question. Repeat this step until all the questions have been matched. [Correct responses are on the slides.]</p>
<b>Discussion</b> 10 minutes	<p><i>Today we will be building a science journal. Like these scientists we have learned about, we will be making observations and recording our observations in our journals. Here is my journal.</i></p> <p>Turn to the first blank page in the Teacher Science Journal and write the title, “First Questions about Science”. Record children’s questions about science. Reflect on similarities, trends, and novel ideas. If needed, use the following prompts:</p> <ul style="list-style-type: none"> <li>• <i>What is science?</i></li> <li>• <i>What will we learn about in science?</i></li> </ul>
<b>Investigation</b> 15 minutes	<p>Distribute journals, question strips, and glue sticks, pencils, and colored pencils.</p> <p>Walk children through setting up their science journals and modeling with the Teacher Science Journal. Pace the instructions so that children can complete each step together.</p> <ol style="list-style-type: none"> <li>1. <i>Write your name on the cover.</i></li> <li>2. <i>Open the notebook, and turn two pages. Leave those pages blank.</i> [This will leave room to create a table of contents later.]</li> <li>3. <i>On the next page, glue the question strip on the top of the page.</i></li> <li>4. <i>Every scientist has different questions and interests. Now you’re going to have a chance to look through some words and images that interest you. Choose a few images and/or words to cut out and add to the cover of your science journal. This is your chance to really make it your own and show others what interests you!</i></li> </ol> <p>Distribute piles of the science journal resource PDF and/or newspapers/</p>

	<p>magazines/photos.</p> <p>Preview the science journal work for the year.</p> <p><i>Each time you use your science journal, you will have a question to think about [indicate question at the top of the page], space to record the date, weather, temperature, space to draw, and space to write a question you are thinking about. We'll begin this next week.</i></p> <p>Collect the science journals, pencils, and glue sticks.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Next week, we will begin a new station, called Science Literacy. When you visit that station, you'll draw yourself as a scientist on this page. I wonder how you will show yourself as a scientist who asks a lot of questions!</i></p>
<p><b>Standards</b></p>	<p><b>Practice 1:</b> Asking questions and defining problems  <b>S.L.1.1c:</b> Ask questions to clear up any confusion about the topics and texts under discussion.</p>
<p><b>Ongoing assessment</b></p>	<p>Continue to track what kinds of questions children ask and what topics they are interested in.</p>

<p><b>Notes</b></p>
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plants and  
flowers



pets



farm  
animals



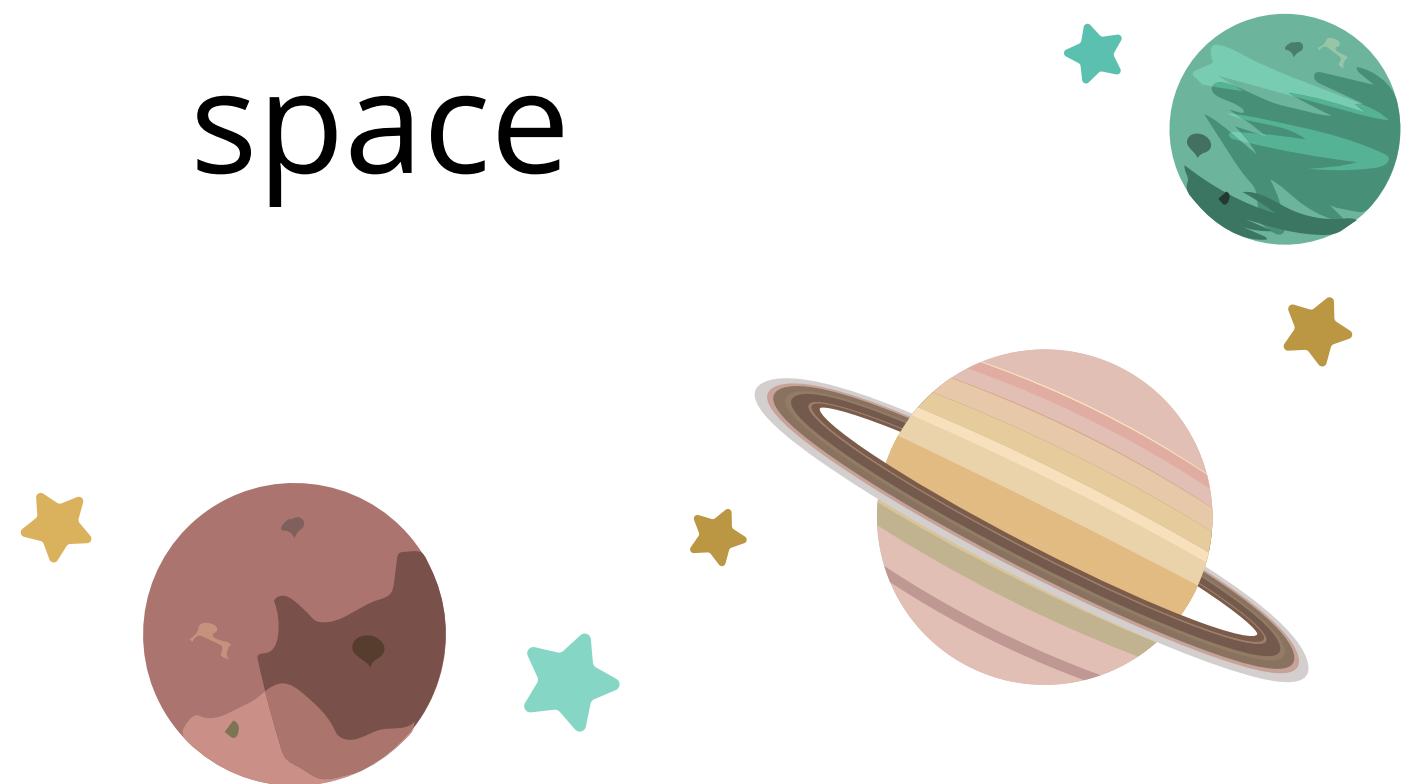
weather



ocean  
animals



space



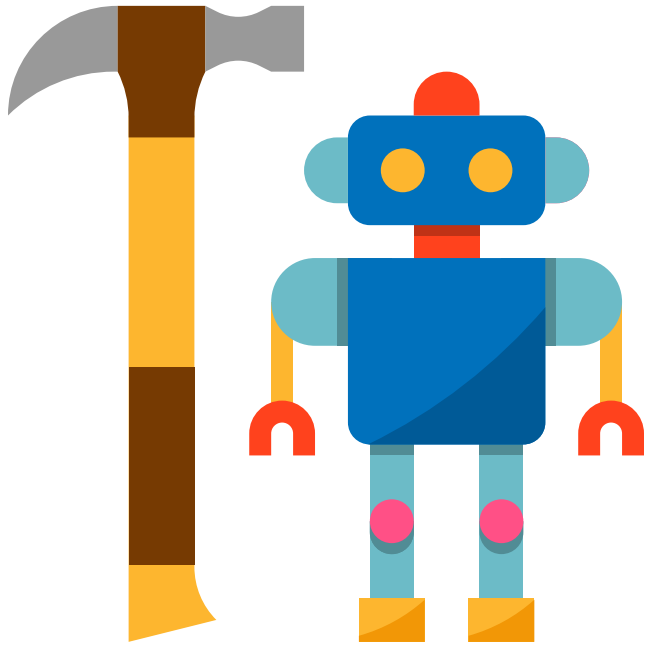
wild land  
animals



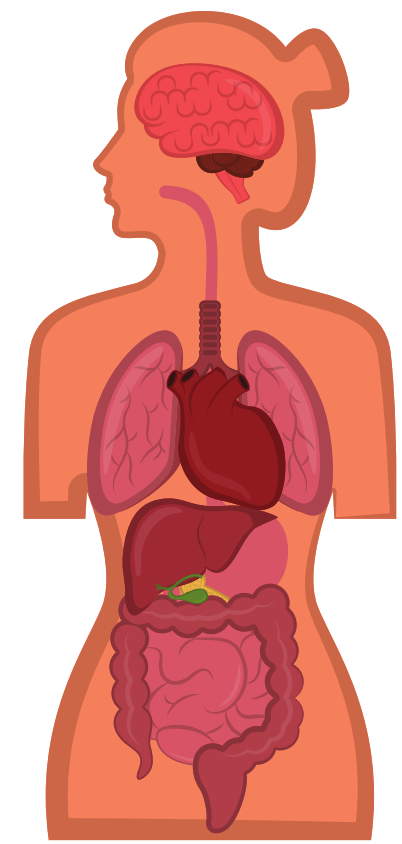
Earth



inventions



human  
body



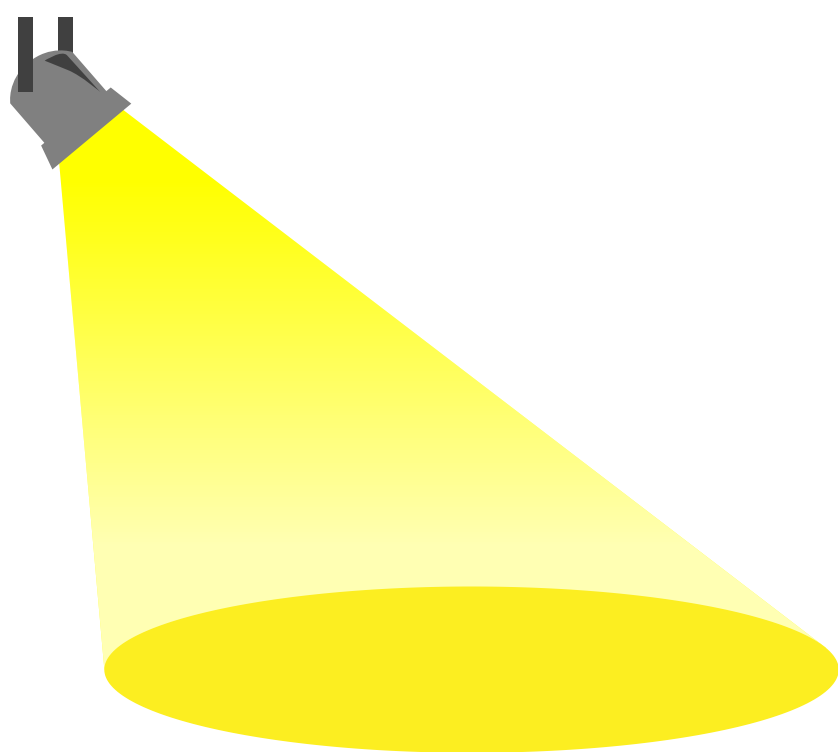
scientists  
and  
engineers



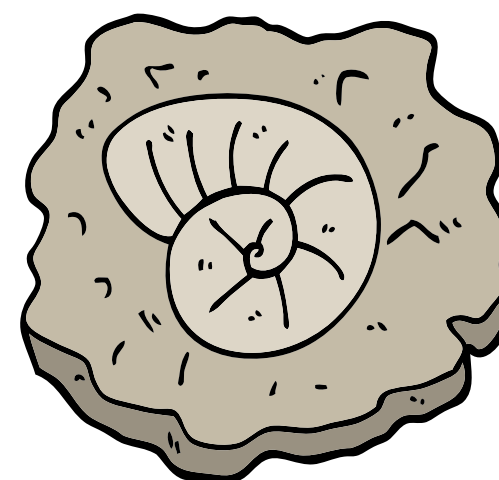
land and  
water



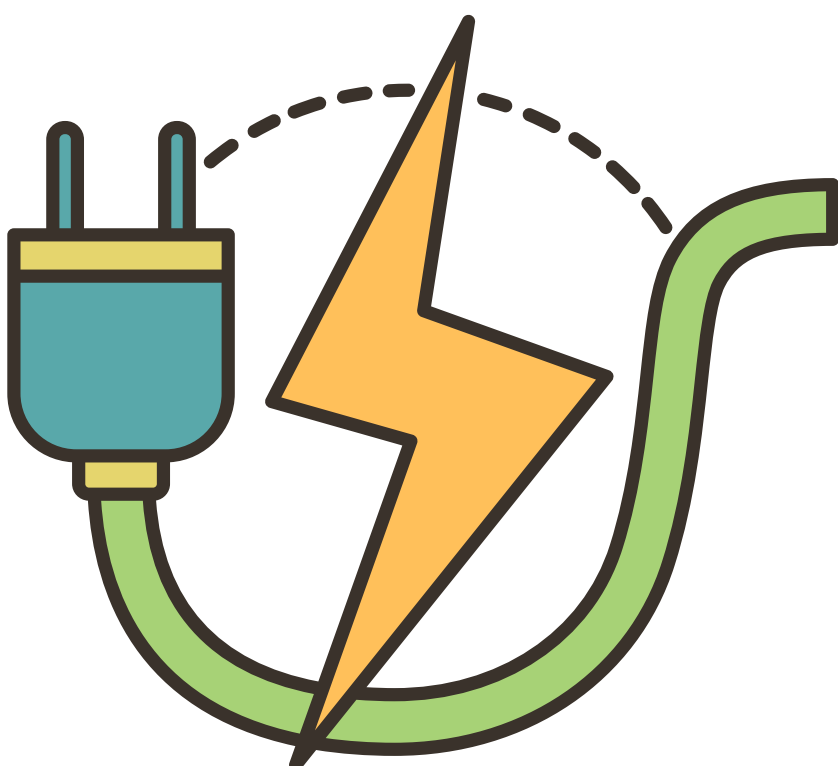
light



fossils



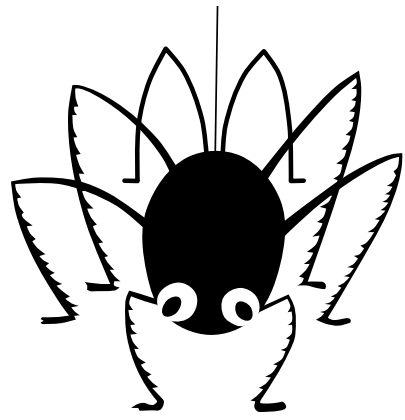
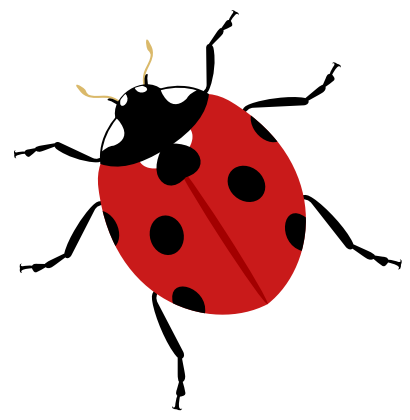
energy



tools and  
machines



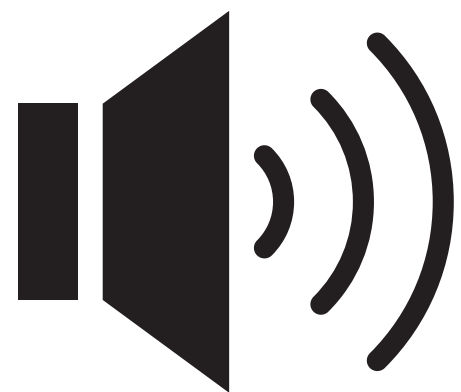
bugs and  
insects



math



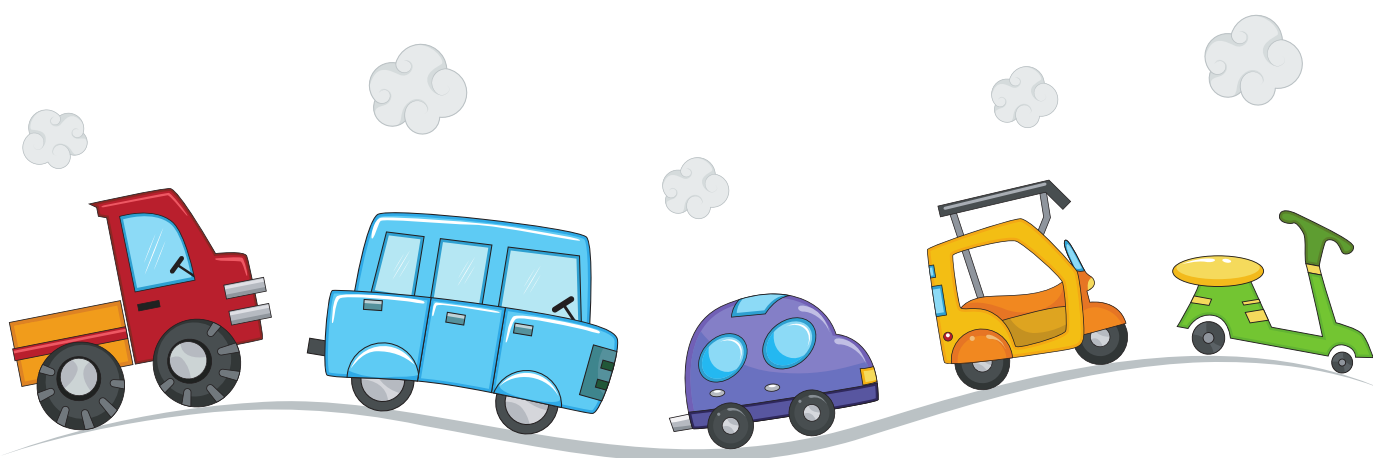
sound



water



transportation



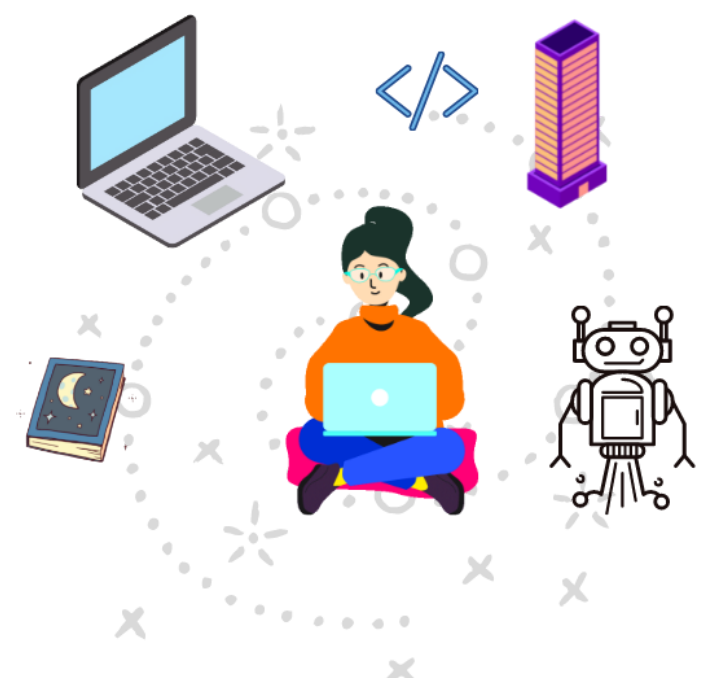
recycling



magnets



technology



How far is the sun from  
Earth?

Will plants grow without soil?

What will happen if two chemicals are mixed together?

How can we protect coral reefs?

What will the weather be  
tomorrow?

Are there tiny bacteria in the  
water making people sick?

What kind of rocks are  
formed by a volcano?



Week 1 prompt

What does a scientist do?	Date _____ Weather _____ Temperature _____
What does a scientist do?	Date _____ Weather _____ Temperature _____
What does a scientist do?	Date _____ Weather _____ Temperature _____
What does a scientist do?	Date _____ Weather _____ Temperature _____
What does a scientist do?	Date _____ Weather _____ Temperature _____
What does a scientist do?	Date _____ Weather _____ Temperature _____
What does a scientist do?	Date _____ Weather _____ Temperature _____

Science and Engineering U1 W1

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Maine Department of Education



## Unit 1: Building Strong Communities

### WEEK 1 Studios



#### Who am I, and who are we together?

Children take inventory of and explore the materials in each studio. They discuss possibilities for the materials' use and care and record these ideas. At the end of the week, the whole class reviews findings about use and care of Studios materials and establishes routines.

<b>Big Idea</b>	People in communities have responsibilities, and carrying out these responsibilities contributes to the good of the community.
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● Studios bins Prepare the bins with a selection of materials from the lists below.</li><li>● Studios signs</li><li>● studios prompts Cut prompts apart and add to each bin.</li><li>● Inventory Sheets, three copies for each studio</li><li>● Using Materials sheets, several copies for each studio</li><li>● writing tools</li><li>● observation sheets Prepare at least one copy for each adult in the classroom and place on clipboards.</li></ul> <p><u>For the Art Studio:</u></p> <ul style="list-style-type: none"><li>● crayons</li><li>● colored pencils</li><li>● variety of papers</li></ul> <p><u>For the Building Studio:</u></p> <ul style="list-style-type: none"><li>● Kapla blocks</li><li>● paper</li><li>● clipboards</li><li>● writing tools</li></ul>

	<p><u>For the Drama Studio:</u></p> <ul style="list-style-type: none"> <li>● fabric squares</li> <li>● clothespins</li> <li>● books</li> </ul> <p><u>For the Library Studio:</u></p> <ul style="list-style-type: none"> <li>● variety of books</li> <li>● sticky notes</li> <li>● writing tools</li> </ul> <p><u>For the Science and Engineering Studio:</u></p> <ul style="list-style-type: none"> <li>● hand lenses</li> <li>● trays</li> <li>● blank science journals</li> <li>● colored pencils</li> </ul> <p><u>For the Writing and Drawing Studio:</u></p> <ul style="list-style-type: none"> <li>● pencils</li> <li>● white paper</li> <li>● construction paper</li> </ul> <p>Bring the prepared Studios bins to the whole group meeting. Have Inventory Sheets, Using Materials sheets, and pencils at hand.</p>
Opening	<p><i>One thing we will do together in our classroom community is work in Studios. Some of you have worked in Centers in K1 or K2, so Studios will feel familiar to you. During Studios, you will choose which materials to work with to communicate ideas you have. The studios are: [indicate each bin] Art, Building, Drama, Library, Science and Engineering, and Writing and Drawing.</i></p> <p><i>There are Studio materials for you to explore in each of these containers. Your first job, today, is to create a list of materials, or an <b>inventory</b>, for each studio. These inventories will help us get to know the materials in each studio.</i></p> <p><i>If you have time, with a partner, choose just one material and record some ideas about using and taking care of that material. This will help us set community expectations.</i></p> <p><i>For example, I'm choosing the Drama Studio today, and I'll work with the other children who choose this studio to make an inventory. We'll also talk about how we might use and take care of what we find.</i></p>

	<p><i>Remember, you will <b>not</b> be using the materials today, only recording what you find. There are two sheets for you to work on.</i></p> <p>Choose one child to help model looking through the Drama Studio basket and recording (through sketching and/or writing) one item on the Inventory Sheet. Then model using the Using Materials sheet to record ideas for the use and care of just one of the materials in the bin.</p> <p><i>All of the studios are open. Think about which studio you are most curious about.</i></p> <p><i>Turn to a partner, and talk about which studio you'd like to visit today to learn about its materials. Tell your partner why you are interested in that studio and listen to your partner's ideas.</i></p> <p>Distribute Inventory Sheets, Using Materials sheets, and pencils. Disperse children in groups and with bins to designated areas of the classroom, making sure at least two children visit each studio. Remind children that they will have opportunities to visit multiple studios on other days during the week.</p>
<b>Facilitation</b>	<p>Ask the children about what they find in each studio.</p> <p>Take observational notes about children's exploration and their ways of contributing to the Inventory and Using Materials sheets.</p> <p>Which materials are most appealing and provoking?  What language do children use in conversation about materials (questions, observations)?  How do children represent the materials and ideas about materials on paper? What resources do they use to do this?  How familiar are children with various materials?  For which children is this component (Centers/Studios) entirely new?  What special supports might be useful to build positive Studios habits?</p>
<b>Closing Studios</b>	<p>The Thinking and Feedback protocol will be introduced in Week 3. In the meantime, hold a whole group meeting at the end of Studios time each day to reinforce Studios routines. Some possibilities for these conversations include:</p> <ul style="list-style-type: none"> <li>● charting "Studio Agreements" or adding to the Classroom Agreements that the children identify for how to care for materials, what routines to follow, and how to work collaboratively</li> </ul>

	<ul style="list-style-type: none"> <li>• inviting one child or small group to share a Studio Inventory, discussing the materials children discovered and perhaps listing other materials children might like to see in that studio</li> <li>• identifying and talking through challenges that occurred during Studios (e.g., many children wanted to explore a particular studio)</li> </ul> <p>Solicit children's ideas to the Weekly Question chart.</p>
<b>Standards</b>	<p><b>Maine Writing Preamble</b> - Writing is a lifelong, essential tool for communication. In order to prepare students for varied and evolving writing tasks, students should write routinely, in both long- and short-time frames, as a means of building writing stamina. Moreover, students should write in a breadth of modes and forms across all disciplines.</p> <p><b>SA 5.1. (Boston SEL)</b> Demonstrate awareness of self as a member of a family, culture, and community. Identify systems of support.</p> <p><b>SR 4.1. (Boston SEL)</b> Demonstrate consideration of others. Contribute to the well-being of the school and community with voice and active participation.</p>

<b>Notes</b>
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Studios Inventory Sheet: \_\_\_\_\_  
name of studio

<b>Material:</b> Write a word and draw a picture	<b>How many?</b>

Studios Inventory Sheet: \_\_\_\_\_  
name of studio

<b>Material:</b> Write a word and draw a picture	<b>How many?</b>

Names: \_\_\_\_\_

## Using and Taking Care of Our Materials

Name of **material**: \_\_\_\_\_

We can use this material for:	We can take care of this material by:
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

Names: \_\_\_\_\_

## Using and Taking Care of Our Materials

Name of **material**: \_\_\_\_\_

We can use this material for:	We can take care of this material by:
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>



## **Art Studio**

How could we use these materials?

What is important for taking care of these materials?

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## **Building Studio**

How could we use these materials?

What is important for taking care of these materials?

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## **Drama Studio**

How could we use these materials?

What is important for taking care of these materials?

## **Library Studio**

How could we use these materials?

What is important for taking care of these materials?

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## **Science and Engineering Studio**

How could we use these materials?

What is important for taking care of these materials?

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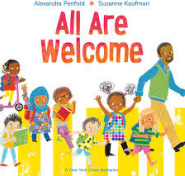

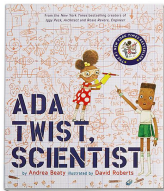
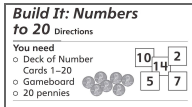
## **Writing and Drawing Studio**

How could we use these materials?

What is important for taking care of these materials?

# Unit 1: Building Strong Communities

# WEEK 1 At a Glance

Weekly Question: <b>Who am I, and who are we together?</b>		
<p><b>Texts</b></p>     <p><b>Mentor texts</b></p>  	<p><b>Vocabulary and Language</b></p> <p>Day 1: Introduce Weekly Words: community, responsibility</p> <p>Day 2: Introduce Weekly Words: agreement, bilingual</p> <p>Day 3: Nouns</p> <p>Day 4: Introduce the One Great Sentence routine</p> <p>Day 5: Carousel Brainstorm</p>	
	<p><b>Text Talk</b></p> <p>Day 1: <i>All Are Welcome</i></p> <p>Day 2: Drafting Classroom Agreements</p> <p>Day 3: “You’ll Sing a Song and I’ll Sing a Song”</p> <p>Day 4: <i>Mango, Abuela, and Me</i>, Read 1</p> <p>Day 5: <i>Mango, Abuela, and Me</i>, Read 2</p>	
	<p><b>Stations</b> See Week 1 Launching Stations for introductions.</p> <p>Independent and Partner Reading introduced (Day 4)</p> <p>Listening &amp; Speaking introduced (Day 3): Talk, Draw, Talk</p> <p>Vocabulary introduced (Day 2): Draw for Meaning (family, friend, school, hello)</p> <p>Word Work introduced (Day 5): Initial Sound BINGO</p> <p><i>Shared Reading and Science Literacy begin in Week 2.</i></p>	
	<p><b>Science and Engineering</b></p> <p>Lesson 1: What Does a Scientist Do?</p> <p>Lesson 2: Introducing Science Journals</p>	<p><b>Studios</b></p> <p>Inventories and exploration of studio materials; establishing common understandings and routines.</p>
<p><b>Writing: Writing Basics</b></p> <p>Day 1: Deconstruction: Why We Write</p> <p>Day 2: Individual Construction</p> <p>Day 3: Individual Construction</p> <p>Day 4: Individual Construction: Telling and Writing Stories</p> <p>Day 5: Individual Construction: Telling and Writing Information</p>		

At a Glance U1 W1

## Unit 1: Building Strong Communities

### WEEK 1 Days 1 & 2

#### Vocabulary & Language

Introducing and Practicing the Weekly Words Routine

Weekly Question	Who am I, and who are we together?				
Language Objective	I can talk with my classmates about words. (SL.1.1) I can connect words to my own real-life experiences. (L.5.1.c)				
Vocabulary	<table><tr><td>Day 1</td></tr><tr><td><b>community:</b> a group of people who share space and ideas <b>responsibility:</b> something you do because people depend on you</td></tr><tr><td>Day 2</td></tr><tr><td><b>agreement:</b> something that two or more people decide is true <b>bilingual:</b> able to speak and understand two languages</td></tr></table> <p>Notes: The Weekly Words lesson is repeated on Days 1 and 2 each week, using half of the words at a time. In this first week of school, only four words are introduced. Going forward, six words will be introduced each week.</p>	Day 1	<b>community:</b> a group of people who share space and ideas <b>responsibility:</b> something you do because people depend on you	Day 2	<b>agreement:</b> something that two or more people decide is true <b>bilingual:</b> able to speak and understand two languages
Day 1					
<b>community:</b> a group of people who share space and ideas <b>responsibility:</b> something you do because people depend on you					
Day 2					
<b>agreement:</b> something that two or more people decide is true <b>bilingual:</b> able to speak and understand two languages					
Materials and Preparation	<ul style="list-style-type: none"><li>● Week 1 Weekly Words cards</li><li>● chart paper Create the week’s Weekly Words chart by writing out the words and their definitions. Add icons, sketches, or images as appropriate.</li><li>● Weekly Words Routine chart (optional) If useful, create an anchor chart to use for reference throughout the year. See the Vocabulary and Language Introduction (Part 2: Components).</li></ul>				

Vocabulary & Language U1 W1 D1 & D2

<b>Opening</b> Day 1	<i>In our classroom, we all have important ideas to share. When we collaborate and help each other learn new words, we become a stronger classroom community.</i>
Day 2	<i>Today we'll practice the same Weekly Words routine we used yesterday. Today's words are "agreement" and "bilingual."</i>
<b>Discussion</b> Day 1	<p><i>We will learn lots of new words this year! Every time we study new words together, we will use the same Weekly Words routine. Let's practice it now with the word "community."</i></p> <p>Follow the steps of the vocabulary routine. Refer to the Weekly Words chart and explain each step as needed. Hold up the appropriate word card as each word is taught.</p> <p><i>First, I'll pronounce the word, and you'll repeat it.</i>  Pronounce the word fluently, <i>community</i>. Point to the children to indicate their turn to say the word. Repeat two times.</p> <p><i>Second, you'll let me know if the word is familiar to you. Think to yourself: Do I know this word? If you think you know the word we're learning, show me a thumb up. If you have not heard the word before, or if you're not sure, that's fine. Just show me a thumb down.</i></p> <p><b>Community.</b> <i>Do you think you know this word?</i>  Encourage children to show a thumb up or down and survey the group. Draw a conclusion aloud, such as, <i>This is a new word for many of you.</i></p> <p>Define the word in child-friendly language, pointing to the definition on the chart.  <i>Third, I'll give you a definition; I'll tell you what the word can mean. A definition of <b>community</b> is "a group of people who share space and ideas."</i></p> <p>Elaborate about the meaning of the word.  <i>We talked about this word during Text Talk today. Some examples of communities are neighborhoods, classrooms, and sports teams.</i></p> <p>Think, Pair, Share.  <i>Fourth, after we talk about the meaning of the word, we're going to use the same Think, Pair, Share routine we practiced during Text Talk. The question you're going to answer with your partner is: What communities are you a part of?</i></p> <p>Post the word.</p>

	<p><i>Finally, we'll post the new word here [indicate space] with a picture that will help us remember it.</i></p> <p>Repeat the process with the word "responsibility."</p> <hr/> <p><b>Responsibility</b>  Elaboration:  <i>One responsibility I have is making sure you have all the materials you need for learning in school. Another of my responsibilities is making sure everyone is safe.</i></p> <p>Think, Pair, Share prompt:  <i>What is a responsibility you have as a member of your family?</i></p>
Day 2	<p><b>Agreement</b>  Elaboration:  <i>When I make an agreement with my friend, I know that we are both thinking the same thing. We both have the same idea about how something will go.</i></p> <p>Think, Pair, Share prompt:  <i>Talk about a time when you made an agreement with a friend or a family member.</i></p> <hr/> <p><b>Bilingual</b>  Elaboration:  <i>My grandmother is bilingual; she speaks and understands Russian and English. My father is not bilingual; he can understand Russian a little bit, but he only speaks in English.</i></p> <p>Think, Pair, Share prompt:  <i>Do you know anyone who is bilingual? What languages do they speak and understand?</i></p>
Closing	<p><i>Learning new words will be an important part of first grade. We'll work with our new words every day before Text Talk, and we'll have a new group of words each week. During our vocabulary lessons, we'll all have opportunities to teach and learn from one another.</i></p>
Standards	<p><b>SL.1.1</b> Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><b>L.5.1.c</b> Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>

<b>Ongoing assessment</b>	<p>How do children interact with new and familiar words?</p> <p>How do children respond when they discover an error in their understanding or use of a word? How flexible are they when confronted with new definitions?</p> <p>How do children talk with peers about new words—do they use gestures, substitute familiar words, dig for descriptions, tell stories?</p> <p>Make notes about children’s familiarity with various kinds of words and the connections they make to specific words. Use this information to plan for embedded opportunities for teaching and reinforcing words.</p> <p>Use of a strategy such as pulling equity (name) sticks supports the participation of all children. Even with this kind of strategy, some children will benefit from extra turns for verbal participation.</p> <p>Keeping a class vocabulary list will allow for keeping track of children’s vocabulary growth over time.</p>
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<p><b>Notes</b></p>
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# community

<https://btu.org/learning/west-zone-early-learning-center/>



# responsibility

<https://www.cbc.ca/parents/learning/view/easy-ways-to-get-young-kids-to-start-giving-back>

Weekly Words U1 W1

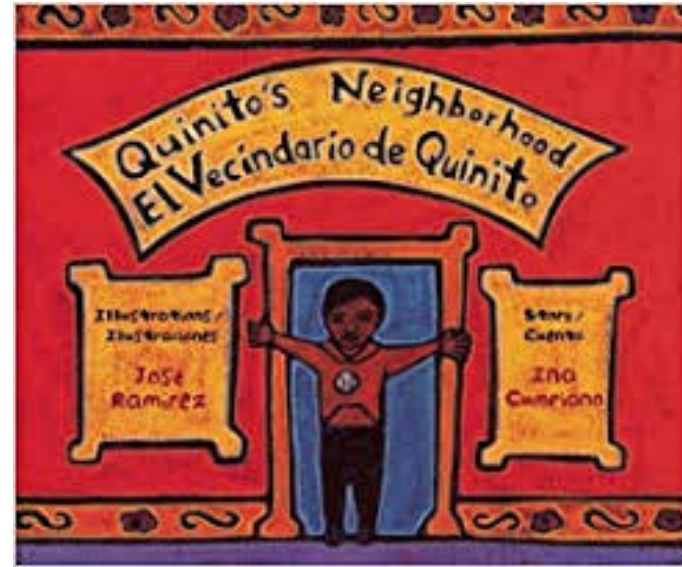
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Maine Department of Education





agreement

<https://www.freeimages.com/search/kid-shaking-hand>



bilingual

<https://www.amazon.com/Quinitos-Neighborhood-El-Vecindario-Quinito/dp/0892392290>

Weekly Words U1 W1

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## Unit 1: Building Strong Communities

### WEEK 1 Day 3

#### Vocabulary & Language

##### Nouns

Weekly Question	Who am I, and who are we together?									
Language Objectives	I can identify and use common nouns. (L.1.1.a)  I can sort nouns into categories to get a better sense of what the words mean. (L.5.1.a)									
Vocabulary	<b>agreement:</b> something that two or more people decide is true <b>noun:</b> a person, place, thing, or idea									
Materials and Preparation	<ul style="list-style-type: none"><li>● Weekly Word card: agreement</li><li>● <i>All Are Welcome</i>, Alexandra Penfold, pages 19-20 flagged</li><li>● whiteboard and marker</li></ul> <p>On the whiteboard, create the following chart. Leave space to write a sentence below the chart.</p> <table><tr><th colspan="3">Nouns</th></tr><tr><th>People</th><th>Places</th><th>Things</th></tr><tr><td></td><td></td><td></td></tr></table>	Nouns			People	Places	Things			
Nouns										
People	Places	Things								
Opening	<i>Today we are going to learn about nouns, an important part of speech. We will identify, use, and sort nouns into categories.</i>									

<b>Discussion</b>	<p><i>A <b>noun</b> is a person, place, thing, or idea. In the illustrations in All Are Welcome, we see a lot of children. <u>Children</u> are people. So are <u>teachers</u>. These are nouns. <u>Classroom</u> and <u>outside</u> are places. <u>Pencils</u> and <u>bells</u> are things. Places and things are nouns. <u>Agreement</u>, one of our weekly words is also a noun! Even if you can't hold it in your hand, it's a thing—something that two or more people decide is true.</i></p> <p><i>Can you help me add these words to our chart in the correct columns? I will reread the words, and you can tell me where they should go on our chart. When we put nouns into categories, it helps us better understand what the words mean.</i></p>
<i>All Are Welcome</i> Pages 19-20	<p><i>Think, Pair, Share. What other people, places, or things do you see?</i> Elicit a few responses. Record the nouns in the correct columns on the chart. Address misconceptions if children are choosing words that are not nouns. If children suggest proper nouns, explain that names of specific people, places, or things are a different kind of noun, and that these will be addressed on a different day, as will the concept of nouns as ideas.</p> <p><i>Let's write a sentence using some of these nouns.</i> Generate a sentence and write it on the whiteboard. Encourage the use of Weekly Words and concepts. Read the sentence aloud, underlining the nouns.</p>
<b>Closing</b>	<i>Today in this Vocabulary and Language lesson we identified and used nouns. We categorized them as people, places, or things.</i>
<b>Standard</b>	<p><b>L.1.1.a</b> Use common, proper, and possessive nouns.</p> <p><b>L.5.1.a</b> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>
<b>Ongoing assessment</b>	<p>During the discussion, listen for evidence that children are understanding nouns.</p> <p>Do they offer people, places, and things? Are they able to place nouns into categories?</p>

<b>Notes</b>
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## Unit 1: Building Strong Communities

### WEEK 1 Day 4

#### Vocabulary & Language

##### Introducing the One Great Sentence Routine: Nouns

<b>Weekly Question</b>	Who am I, and who are we together?
<b>Language Objective</b>	<p>I can identify and use common nouns. (L.1.1.a)</p> <p>I can sort nouns into categories to get a better sense of what the words mean. (L.5.1.a)</p>
<b>Vocabulary</b>	<p><b>noun:</b> a word that names a person, place, thing, or idea</p> <p><b>community:</b> a group of people who share space and ideas</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>• Weekly Word card: community</li><li>• whiteboard and marker</li></ul> <p>On the whiteboard, write: My brother walks to the store in our community to buy milk and cereal.</p>
<b>Opening</b>	<p><i>Yesterday we talked about nouns, sorted nouns into categories, and created our own sentence with some of those nouns. Today, we're going to look at a new sentence and identify the nouns. When we do this—look closely at just one sentence—we'll call it our One Great Sentence routine.</i></p>
<b>Discussion</b>	<p><i>Let's read our sentence closely.</i></p> <p>Read the sentence twice, once at a natural rate and once more slowly.</p> <p><i>A <b>noun</b> is a person, place or thing. Let's find the nouns in this sentence.</i></p> <p>Invite children to come to the board to underline each noun: brother (person), store (place) community (people), milk (thing), cereal (thing). As one child underlines a noun, invite a second child to categorize it.</p> <p><i>This sentence has five nouns, and we found them all.</i></p>



## Unit 1: Building Strong Communities

### WEEK 1 Day 5

#### Vocabulary & Language

##### Introduce Carousel Brainstorm

Note: The Carousel Brainstorm takes 15 minutes, rather than the usual 10 minutes.

<b>Weekly Question</b>	Who am I, and who are we together?
<b>Language Objective</b>	I can talk with my classmates about important vocabulary from our unit texts and big ideas. (SL.1.1)
<b>Vocabulary</b>	<b>community:</b> a group of people who share space and ideas <b>responsibility:</b> something you do because people depend on you <b>agreement:</b> when two or more people decide how something should be done <b>bilingual:</b> able to speak and understand two languages
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>• chart paper, 6 pieces Write “community” in the center of three pieces of paper and “responsibility” in the center of the other three. Post the papers in six different areas of the classroom (alternating words around the room) at a height that children can write on them.</li><li>• markers, one for each child</li><li>• timer or stopwatch</li></ul> <p>Plan for six groups of children.</p>
<b>Opening</b>	<i>This week, we learned a routine for learning new words, and we talked about Great Sentences. There’s one more routine we’ll use each week in our Vocabulary and Language lessons: Carousel Brainstorm. In this routine, you’ll be able to show what you understand about our Weekly Words.</i>
<b>Key Activity</b>	Introduce the Carousel Brainstorm routine. <i>Have you ever been on a carousel, or a merry-go-round?</i> [Explain how a carousel works.]

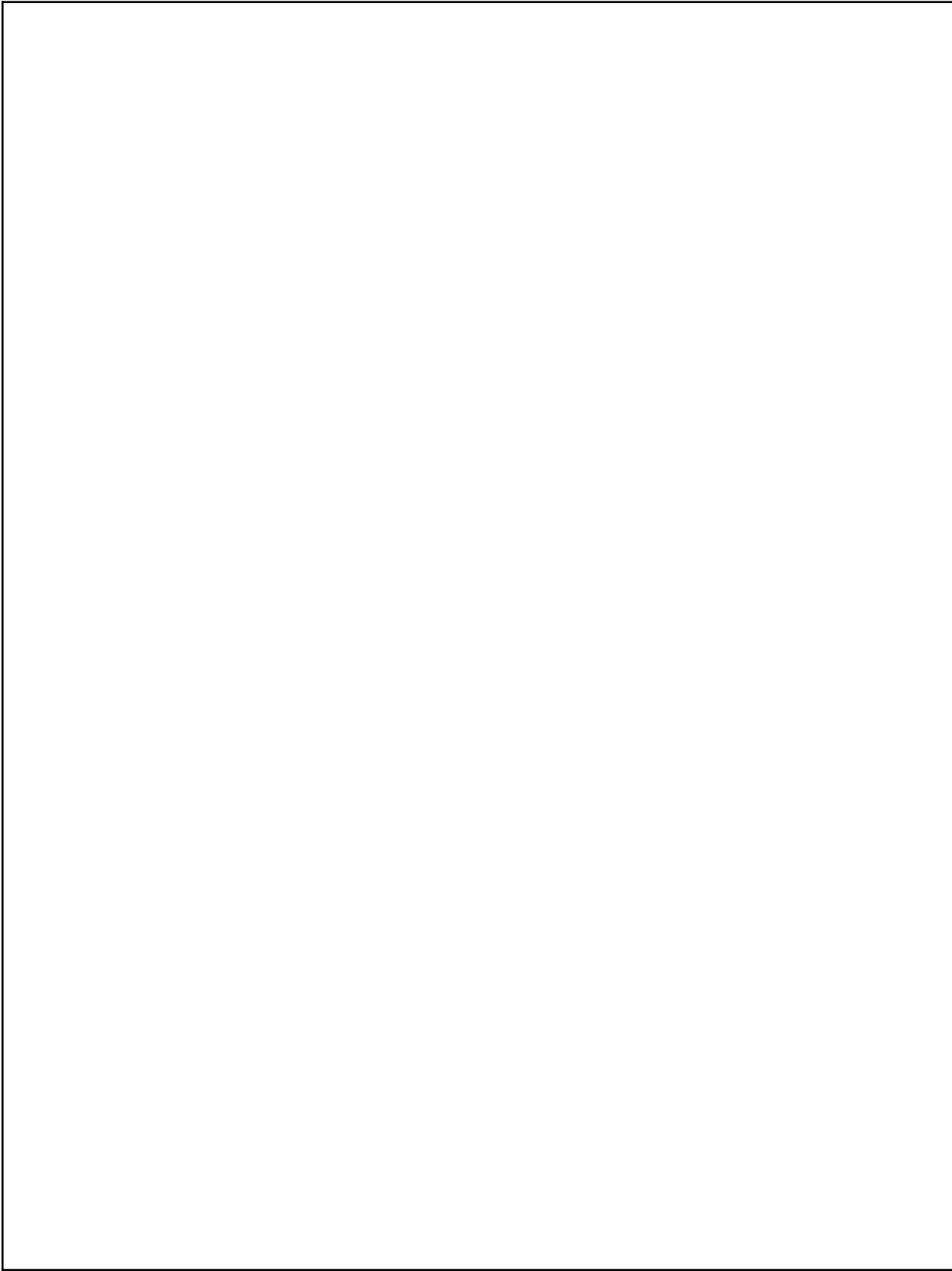
Vocabulary & Language U1 W1 D5

	<p><i>This routine is called Carousel Brainstorm because you'll all be moving around the classroom in a big circle, like you move on a carousel or a merry-go-round.</i></p> <p>Indicate the locations of the posted word papers.</p> <p><i>Look around the classroom: there are large sheets of paper with two of our vocabulary words written on them—"community" and "responsibility."</i></p> <p><i>You'll work in groups. You'll begin at a large piece of paper. When you get there and I give this signal [demonstrate], you'll talk with your group about the word on the paper. You might tell the others in your group what you remember about the word, or you might use it in a sentence. And you'll listen to what your classmates have to say. After this short conversation, you will draw a picture or write some words or a sentence to represent what you know about the word. You can work together on this, or you can write or draw on your own.</i></p> <p><i>After three minutes, I'll give the signal again, and your group will move to the next piece of paper with a different word on it. And you'll do the same thing with that word!</i></p> <p>Talk briefly about some possibilities for recording understanding about words.</p> <p><i>What might I draw or write about "community?"</i>  <i>What might I draw or write about "responsibility?"</i></p> <p>Gather a few ideas for each word. Provide clarifications and examples as needed.</p> <p><i>Remember that before you begin writing and drawing, you'll talk with your group to share ideas. This is a way for you to collaborate in learning our new words and to show what you understand by writing and drawing.</i></p> <p>Direct each group to a particular paper and then begin the timer. As children practice the Carousel Brainstorm routine, circulate to observe and offer support. At the signal, help children move smoothly from one word to the next. Each group should interact with both words.</p> <p>The prescribed time for each station visit is three minutes; consider extending the time appropriate to the pace at which the children are working.</p>
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	After two rounds, bring the whole group back together with the papers. Share the work from the papers, highlighting the different ways children have shown their understanding of the two words.
<b>Closing</b>	<p>Save a few minutes to talk about the routine itself—what was fun and what was challenging.</p> <p><i>This routine is a fun way for us to show what we have learned about new words. Since today is our first day using this routine, we worked with just two words. Next week, we'll try it with more words! I bet we'll see that you add more and more to the papers as we move through the year.</i></p>
<b>Standards</b>	<b>SL.1.1</b> Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.
<b>Ongoing assessment</b>	<p>Listen to children's conversations as they circulate.</p> <p>How do children participate?</p> <p>Review each sheet of chart paper.</p> <p>Do children's drawings and writing reflect an understanding of the vocabulary words?</p>

<b>Notes</b>
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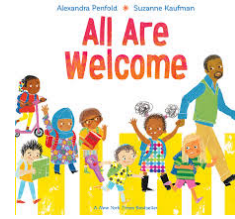




Vocabulary & Language U1 W1 D5

## Unit 1: Building Strong Communities

### WEEK 1 Day 1



### Text Talk *All Are Welcome*

<b>Big Ideas</b>	<p>Caring for each other builds community.</p> <p>When people in communities talk, work, play, and learn together, they can create positive change.</p>
<b>Weekly Question</b>	Who am I, and who are we together?
<b>Content Objectives</b>	<p>I can describe a school community using key details from illustrations and words. (R.11.1.a, R.11.1.b)</p> <p>I can use key details in illustrations and words to explain the central message of a text. (R.5.1.a)</p>
<b>Language Objective</b>	I can talk with my classmates about key details in a book and about our own experiences. (SL.1.1, SL.2.1.a)
<b>SEL Objectives (Boston)</b>	<p>I can identify the different personal, cultural, and linguistic assets that people have. (SA 4.1)</p> <p>I can build relationships with the diverse group of people in my classroom. (SR 3.2)</p>
<b>Vocabulary</b>	<p><b>are welcome:</b> everyone can come in</p> <p><b>make haste:</b> hurry</p> <p><b>take part:</b> join in</p> <p><b>community:</b> a group of people who share space and ideas</p> <p><b>diversity:</b> inclusion of different people for many different reasons</p> <p><b>shelter:</b> to keep you safe</p> <p><b>adversity:</b> hardship</p> <p><b>individual:</b> having to do with one unique person</p>

Text Talk U1 W1 D1

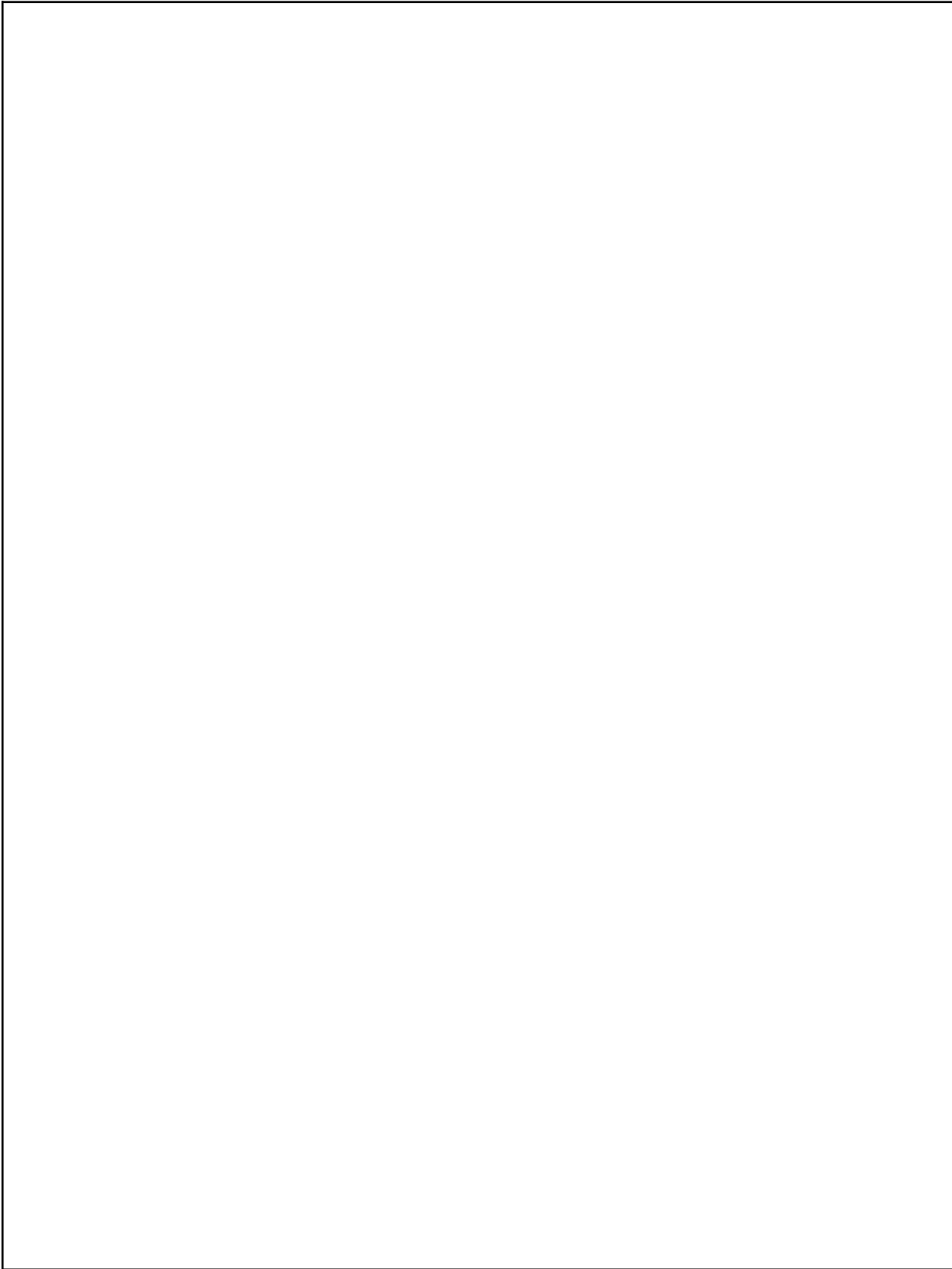
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>• <i>All Are Welcome</i>, Alexandra Penfold Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the illustrated page that precedes “Pencils sharpened...”</li> <li>• chart paper Prepare the following Weekly Question Chart.</li> </ul> <div data-bbox="545 373 1312 861" style="border: 1px solid black; padding: 20px; text-align: center;"> <p><b>How do we build strong communities?</b> Who am I, and who are we together?</p> </div> <p>As relevant throughout the week, record children’s ideas about the weekly question, noting connections to the unit topic. On Day 5, this chart will be revisited, capturing a diversity of children’s ideas.</p> <p>On the whiteboard, write: “You have a place here. You have a space here. All are welcome here.”</p> <p>What are some things that might make our classroom a place where all are welcome?</p>
<b>Opening</b> 1 minute	<p><i>Welcome to our class and to our first unit of 1st Grade for ME—Building Strong Communities! During this unit, we will be thinking about individuals, and we will be thinking about communities. An <b>individual</b> is one unique person. A <b>community</b> is a group of people who share space and ideas. A community might be made up of people in the same family or in the same classroom, or it might be made up of people in the same neighborhood, or on the same sports team. During our unit, we will be talking about different kinds of communities. Also, we will be talking about how being together creates community.</i></p> <p>Introduce the text and set a purpose for reading. <i>Today we will read All Are Welcome by Alexandra Penfold. This book depicts children, teachers, and other adults throughout a school</i></p>

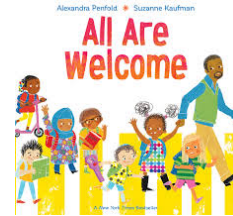
	<p><i>day. It shows and tells about a certain type of school and classroom community.</i></p> <p><i>As we read today, we'll consider key details in the illustrations and words, in order to describe what the day is like for people in this school. Also, we will notice how the central message, that the school is a welcoming community, is presented. Finally, we will make connections to our own experiences of school at the beginning of the year.</i></p>
<b>Text and Discussion</b> 12 minutes	<p><i>Let's think about the title of this book. What do you think it means that "all <b>are welcome</b>?"</i></p>
pages 1-2	<p>Model using the illustrations to consider key details.</p> <p><i>Let's look closely at the illustrations on this page. I see children doing a lot of different things. I see a lot of children smiling. I see children talking to each other. I also see two children who are not smiling, each one standing with an adult. What are some ways different children in this book might be feeling on the first day of school?</i></p> <p>Relate to children's experiences.</p> <p><i>Thumbs up if you feel happy on the first day of school.</i></p> <p><i>Thumbs up if you feel a little nervous.</i></p> <p><i>Thumbs up if you feel shy.</i></p> <p><i>Thumbs up if you feel excited.</i></p> <p><i>The book tells us "all are welcome." I wonder how this might affect the children's feelings about school. Let's read to find out more!</i></p>
page 6	<p><i>Look closely. What do you notice children doing in this picture?</i></p>
page 12	<p>Emphasize finding key details in the illustrations.</p> <p><i>What are children doing together in this picture?</i></p> <p><i>Yes, one thing people do together is eat! We can see that even types of bread can be different—in this book there are bagels, flatbreads with toppings, and more. Eating together connects us.</i></p> <p>Relate illustrations to the author's use of key words.</p> <p><i>I'm also noticing that the words, "All are welcome here," are getting repeated. Why do you think the author does that?</i></p>
page 16	<p><i>There are some important new words on this page. <b>Diversity</b> means the inclusion of people who are different for all kinds of</i></p>

	<i>reasons—maybe because they are from different places or speak different languages. A <b>shelter from adversity</b> means a place where you can feel safe. What do you think the picture on these pages is trying to show us about diversity and feeling safe?</i>
page 22	<i>I can tell from the pictures and words here that these two children, who were feeling shy at the beginning of the book, are now feeling happy to know each other and excited for the next day. I think that they really felt welcomed at school and now they have made friends! Thumbs up if you think we'll make new friends this year at school.</i>
page 25	<i>What does the author mean when she writes, "Our time together is the best"?</i>  Finish reading.
<b>Key Discussion</b> 10 minutes	<p><i>Now we are going to have an important discussion where you will have time to think and talk about a question. The routine we will use for this discussion is called "Think, Pair, Share." First, you have time to think about the question. Then, you turn and talk to a partner about the question. Then, we return to the whole group and a few people share out. I'll model the routine first.</i></p> <p>Select a child to partner with you. Model and describe the protocol with your behavior expectations for each step—thinking, turning and talking, and returning to the group to share and listen.</p> <p><i>We are going to answer two questions today. I've written key elements of the questions on the board.</i></p> <p>Prompt 1. <i>At the end of the book, the author writes, "You have a place here. You have a space here. All are welcome here." Based on the key details in the illustrations and words we've noticed throughout the book, what does that mean and why is it important?</i></p> <p>Prompt 2. <i>What are some things that might make our classroom a place where all are welcome?</i></p>
<b>Closing</b> 1 minute	<i>Today we examined the illustrations and words in All Are Welcome in order to think about what it's like at the school in the book. We thought about the central message that all are welcome in that school community. We also made connections to our own experiences at the beginning of the school year. Tomorrow, we'll</i>

	<i>think more about how to make our class a safe and welcoming space by writing classroom agreements together!</i>
<b>Weekly Question Chart</b> 1 minute	<p>Introduce the Weekly Question chart.</p> <p><i>Throughout this week, we will be asking and answering the question: Who am I, and who are we together? We can record our ideas here.</i></p> <p><i>In this book, we see a community of children hearing a story together. This is something we do together, too! Let's add this to our chart: We hear stories together.</i></p> <p>Record this idea to model how these charts will be used each week throughout the year.</p> <p><i>We can add more to our chart during the week.</i></p>
<b>Standards</b>	<p><b>R.5.1.a</b> Retell texts, including details about who, what, when, where, and how; demonstrate an understanding of the theme.</p> <p><b>R.11.1.a</b> Use illustrations and words in a text to describe its characters, setting, or events.</p> <p><b>R.11.1.b</b> Compare and contrast the experiences of characters in various texts.</p> <p><b>SL.1.1</b> Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.2.1.a</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>(Boston) SEL SA 4.1</b> Identify personal, cultural and linguistic assets.</p> <p><b>(Boston) SEL SR 3.2</b> Cultivate relationships, cooperation and respect with individuals of diverse backgrounds, identities and ability.</p>
<b>Ongoing assessment</b>	<p>Listen to children's responses during whole group conversation and Think, Pair, Share.</p> <p>Do children effectively draw on key details in the illustrations and words?</p> <p>Can children identify the central message and explain why it's important?</p> <p>How are children beginning to think about being together in a classroom community?</p>

<b>Notes</b>
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## WEEK 1 Day 2

### Text Talk

#### Drafting Classroom Agreements

This lesson is the first of a pair (see Week 2, Day 5) that offer suggestions for establishing classroom expectations and agreements. The goal is to end up with a short list of agreements that every member of the learning community can hold to. You may have a process for setting classroom expectations that you choose to maintain. Regardless, in keeping with the unit of study, the focus of these discussions should be on how we operate as individuals who are part of and who contribute to a community, rather than strictly on behavioral expectations.

<b>Big Ideas</b>	<p>People belong to communities. Everyone has a role.</p> <p>Caring for each other builds community.</p>
<b>Weekly Question</b>	Who am I, and who are we together?
<b>Content Objectives</b>	<p>I can use key details to describe classroom agreements in <i>All Are Welcome</i>. (R.6.1.a)</p> <p>I can begin to develop agreements with my classmates to create a strong learning community. (Civics &amp; Government 2)</p>
<b>Language Objective</b>	I can talk with my classmates about ideas for classroom agreements. (SL.1.1)
<b>SEL Objective (Boston)</b>	I can share my ideas to contribute to the creation of a strong classroom community. (SR 4.1)
<b>Vocabulary</b>	<p><b>rule:</b> a statement about what is or isn't allowed</p> <p><b>agreement:</b> something that two or more people decide is true</p> <p><b>community:</b> a group of people who share space and ideas</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>chart paper and markers</li> </ul> <p>At the top of the paper, write the question, "How do we want to be</p>

Text Talk U1 W1 D2



	<p>together in our classroom?"</p> <ul style="list-style-type: none"> <li>• <i>All Are Welcome</i>, Alexandra Penfold Flag pages 5-6 ("In our classroom safe and sound...").</li> </ul> <p>On the whiteboard write: How do we want to be together in our classroom? In our classroom, we will _____.</p>
<p><b>Opening</b> 1 minute</p>	<p><i>We are going to spend a lot of time in this classroom together as a community. As we begin our school year, let's think together about how we want our classroom to feel, look, and sound so that we can all do our best learning together. Today we will talk about and write down some class agreements for how we want things to go while we're in the classroom together.</i></p> <p>Set a purpose for the lesson. <i>Today we'll think about some agreements we want to make for our first grade classroom. We'll listen carefully to each other's ideas and see what we can agree on. By making these agreements, we'll be creating a strong community!</i></p>
<p><b>Text and Discussion</b> 8 minutes</p>	<p><i>We are just getting to know each other. Let's first think about what happens when you meet someone new. Stop and think about this: what do you do when you meet someone for the first time?</i></p> <p><i>When you have an idea, put your thumb up in front of your chest, like this:</i></p> <p>Demonstrate this signal (the one children use during math lessons), or another signal like it to be used throughout the year.</p> <p><i>What do you do when you meet someone for the first time?</i> Allow children a moment to think quietly. Encourage them to use the established signal when they are ready with an idea.</p> <p>Harvest ideas from the group. Some responses might include introducing ourselves by name, bowing heads or shaking hands, talking about what we like to do, sharing information about families or where we live.</p> <p><i>We will get to know each other really well this year in first grade! To be a strong community, we will need to agree about how to work, talk, and explore together.</i></p> <p>Introduce the chart.</p>

Text Talk U1 W1 D2

	<p><i>Today we will write some agreements that answer this question: How do we want to be together in our classroom?</i></p> <p><i>An <b>agreement</b> is something that people think the same thing about. Write the word “Agreements” underneath the question on the chart paper.</i></p>
pages 5-6	<p><i>Yesterday we looked closely at these pages.</i></p> <p>Reread the pages.</p> <p><i>What is one agreement these children have in their classroom? How do we know from the words and illustrations on these pages that this is an agreement in this classroom?</i></p> <p>Reread the text slowly, and allow children to look carefully at the illustrations. Raising hands may not be the only agreement children discern from the illustrations (making eye contact, sitting); ask them to cite details for other ideas they present.</p> <p><i>How does this agreement help make their classroom a good place for everyone to learn?</i></p>
<b>Key Activity</b> 15 minutes	<p><i>People in communities make agreements and follow rules. A <b>rule</b> states that something is allowed or not allowed. Rules are important to keep everyone safe. What are some examples of school rules we follow?</i></p> <p><i>We didn’t make these rules, but in our community people follow the rules so everyone is safe. An <b>agreement</b> is something that people decide on together.</i></p> <p><i>Let’s think about agreements we would like to have this year to make our classroom a good, fun place to learn.</i></p> <p><i>We’ll use Think, Pair, Share, like we did yesterday. I’ll ask a question, and you’ll have time to first think about it and then talk to a partner. Then we’ll talk all together to share some of your ideas.</i></p> <p>Select a child to help model the routine. Describe the parts of the routine and expectations for each part (thinking without talking, finding and turning toward a partner, taking turns speaking, turning back to the whole group).</p> <p><i>How do we want to be together in our classroom this year? To make it sound like an agreement, you might start your idea with the words, “In our classroom, we will ...” Refer to the sentence starter on the board.</i></p>

Text Talk U1 W1 D2

	<p>Facilitate Think, Pair, Share at a pace appropriate for the group.</p> <p>Return to the whole group and solicit ideas. Record on the Agreements chart those ideas around which the group expresses solid agreement. If some children disagree about an idea, record it with a mark that indicates that it needs further exploration or discussion.</p> <p>As the whole group discussion unfolds, children may list rules rather than agreements. Resist creating a list of Don'ts. Similarly, resist lumping ideas into broad, abstract concepts ("Be respectful"). Steer the discussion toward specific agreements that are positive, actionable, and relevant to the particular needs of this classroom community and its members.</p>
<b>Closing</b> 1 minute	<i>I can hear that you really want to have a strong community in our classroom! We will try these agreements out for a while, to see if they are just the right ones for us. We might want to change or add to them, but for now, we'll see how they make us feel together.</i>
<b>Standards</b>	<p><b>R.6.1.a</b> Describe characters, settings, and major events in a story, including details about who, what, when, where, and how.</p> <p><b>SL.1.1</b> Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><b>Civics &amp; Government 2:</b> Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and state laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.</p> <p><b>(Boston) SEL SR 4.1</b> Demonstrate consideration of others. Contribute to the well-being of the school and community with voice and active participation.</p>
<b>Ongoing assessment</b>	<p>Listen to children's responses during partner and whole group conversations.</p> <p>How do children use the words and illustration to consider the experiences of the children in the classroom community portrayed in the book?</p> <p>What is noticeable about how children take turns speaking and listening to each other's contributions?</p> <p>What agreements do children suggest?</p> <p>How do children express understanding of their participation in the classroom community?</p>

## Unit 1: Building Strong Communities

### WEEK 1 Day 3



#### Text Talk “You’ll Sing a Song and I’ll Sing a Song” (song)

<b>Big Idea</b>	Caring for each other builds community.
<b>Weekly Question</b>	Who am I, and who are we together?
<b>Content Objectives</b>	<p>I can describe the way that the repetition of words and the choral singing in a song highlight the experience of doing things together. (R.5.1.a, R.7.1.a)</p> <p>I can share with my classmates about how it feels to come together as part of a group. (Civics &amp; Government 2)</p>
<b>Language Objective</b>	I can use drawing and writing to clarify my thoughts and feelings. (SL.3.1.b)
<b>SEL Objective (Boston)</b>	I can sing with my new classmates, developing positive relationships together. (SR 2.1)
<b>Vocabulary</b>	<p><b>image:</b> a picture in your mind</p> <p><b>tune:</b> musical notes that, together, form a nice song</p> <p><b>hum:</b> to sing with your mouth closed</p> <p><b>whistle:</b> a sound made by blowing air through your lips or teeth</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● <a href="https://www.youtube.com/watch?v=KTmoAobX5mY">“You’ll Sing a Song and I’ll Sing a Song,”</a> Ella Jenkins (https://www.youtube.com/watch?v=KTmoAobX5mY)</li><li>● audio technology Set up technology so that the whole group will be able to listen to the song together.</li><li>● “You’ll Sing a Song and I’ll Sing a Song” lyrics Write the lyrics of the song on chart paper, or prepare to project them.</li><li>● drawing and writing paper</li></ul>

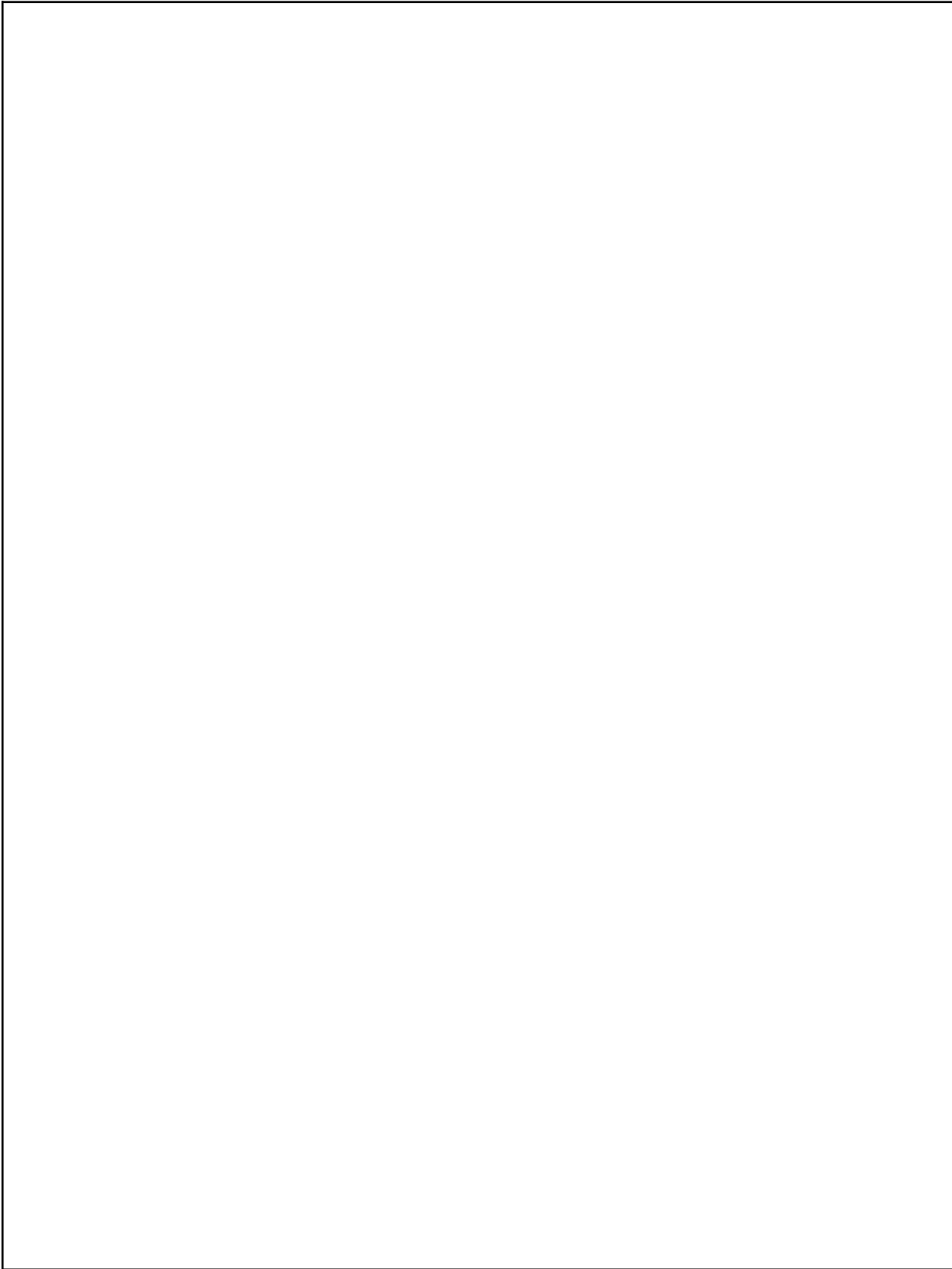
Text Talk U1 W1 D3

	<ul style="list-style-type: none"> <li>● drawing and writing tools</li> </ul> <p>Consider how you want to distribute tools and have children seated for the drawing and writing portion of this lesson. It may be best to have children seated at tables or desks for the entire lesson.</p> <p>On the whiteboard, write:</p> <p>What did listening to, reading, drawing about, and singing this song make you think about? What in the song made you think that?</p> <p>How does singing a song like this together help build our classroom community?</p>
<b>Opening</b> 1 minute	<p>Introduce the song.</p> <p><i>Sometimes during Text Talk we will look at different kinds of texts that are not books. Today's text is a song. We are going to listen to a song called "You'll Sing a Song and I'll Sing a Song" by Ella Jenkins. This is a song that many children have sung and enjoyed over many years.</i></p> <p>Set a purpose.</p> <p><i>As we read and listen to this song today, let's think about how the words and music emphasize doing things together. Let's think about how singing together can help build our classroom community!</i></p>
<b>Text and Discussion</b> 16 minutes	<p><i>First, let's listen to the song as we follow along with the words.</i></p> <p>Play the song and display the words.</p> <p><i>What do you notice about the song?</i> [repetition, rhyme, choral response of children, humming, whistling]</p> <p><i>Turn to a partner. What does this song make you think about?</i></p> <p>Harvest a few responses.</p> <p><i>Now, let's listen to the song again. As you listen to the music, I want you to draw or write <b>images</b>, or pictures, and ideas that come to your mind. These can be sketches, words, colors, or sentences.</i></p> <p>Play the song again while children draw and write at tables. After completing drawing and writing, give children time to share with a partner near them based on the following questions.</p> <p><i>What did you write or draw?</i></p> <p><i>What in the music inspired your writing or drawing?</i></p> <p>Bring the class's attention back to the whole group.</p> <p><i>Let's listen to the song for a third time. This time, sing along!</i></p>

Text Talk U1 W1 D3

<b>Key Discussion</b> 7 minutes	Facilitate Think, Pair, Share using the prompts on the board. Prompt 1: <i>What did listening to, reading, drawing about, and singing this song make you think about? What in the song made you think that?</i>  Prompt 2: <i>How does singing a song like this together help build our classroom community?</i>
<b>Closing</b> 1 minute	<i>Today we read, listened to, and sang a song, thinking about the central message of doing things together. We recognized how singing and reading together can build our classroom community.</i>
<b>Standards</b>	<p><b>R.5.1.a</b> Retell texts, including details about who, what, when, where, and how; demonstrate an understanding of the theme.</p> <p><b>R.7.1.a</b> Identify words and phrases in a text that suggest feelings or appeal to the senses.</p> <p><b>Civics &amp; Government 2:</b> Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and state laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.</p> <p><b>SL.3.1.b</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>(Boston) SEL SR 2.1</b> Develop rewarding positive relationships and work collaboratively with others.</p>
<b>Ongoing assessment</b>	Listen to children’s responses during whole group share and Think, Pair, Share. Observe children’s drawing and writing. How are children responding to the song in drawing, writing, and speaking? Do children identify key elements of the song that support the message of doing things together? Do children make connections to building classroom community?

<b>Notes</b>
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Text Talk U1 W1 D3

“You’ll Sing a Song and I’ll Sing a Song” by Ella Jenkins

You’ll sing a song, and I’ll sing a song,  
And we’ll sing a song together.  
You’ll sing a song, and I’ll sing a song  
In warm or wintry weather.

You’ll play a tune, and I’ll play a tune,  
And we’ll play a tune together.  
You’ll play a tune, and I’ll play a tune  
In warm or wintry weather.

You’ll hum a line, and I’ll hum a line,  
And we’ll hum a line together.  
You’ll hum a line, and I’ll hum a line  
In warm or wintry weather.

You’ll whistle a while, and I’ll whistle a while,  
And we’ll whistle a while together.  
You’ll whistle a while, and I’ll whistle a while  
In warm or wintry weather.

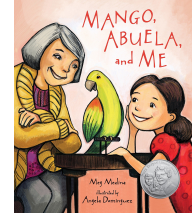
You’ll sing a song, and I’ll sing a song,  
And we’ll sing a song together.  
You’ll sing a song, and I’ll sing a song  
In warm or wintry weather.

*Song repeats.*



## Unit 1: Building Strong Communities

### WEEK 1 Day 4



### Text Talk *Mango, Abuela, and Me* Read 1 of 2

<b>Big Idea</b>	Caring for each other builds community.
<b>Weekly Question</b>	Who am I, and who are we together?
<b>Content Objectives</b>	<p>I can use key details from the text to explain how the characters develop across the story. (R.4.1.a, R.6.1.a)</p> <p>I can answer questions about key details in order to understand the gist of the story. (R.4.1.a)</p>
<b>Language Objective</b>	I can listen to and speak respectfully about a text being read aloud. (SL.1.1.a)
<b>Vocabulary</b>	<p><b>shy</b>: quiet and a little nervous about new things</p> <p><b>unlock</b>: open</p> <p><b>snapshot</b>: photograph</p> <p><b>practice</b>: trying something multiple times</p> <p><b>coins</b>: metal money</p> <p><b>weave</b>: braid together</p> <p><b>communicate</b>: to share ideas with each other</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>• <i>Mango, Abuela, and Me</i>, Meg Medina</li></ul> <p>Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the first illustrated page.</p>
<b>Opening</b> 1 minute	<i>Today we will read Mango, Abuela, and Me by Meg Medina. In this story, two characters learn to care for each other, developing</i>

Text Talk U1 W1 D4

	<p><i>understanding of each other and building the community within their family.</i></p> <p>Set a purpose for reading.</p> <p><i>As we read today, we'll answer key questions to help us get the gist of the story, or what the story is mostly about, noting how the characters develop. Tomorrow we'll read to think about the characters' experience and our own.</i></p>
<b>Text and Discussion</b> 16 minutes  page 2	<p>Check for understanding of key details.</p> <p><i>Who is the narrator in the story? Who is coming to stay?</i></p>
page 9	<p><i>What does it mean that the characters' "mouths were as empty as our bread baskets?"</i></p> <p>Elicit a few responses.</p> <p><i>Yes—Mia and Abuela are quiet because Mia's Spanish is limited and Abuela's English is limited.</i></p> <p><i>Turn and talk to a partner. How do Mia and Abuela communicate?</i></p>
page 25	<i>How does Mia use what she learns in school to teach Abuela?</i>
page 29	<i>A jungle filled with birds makes me imagine that the store has many colorful birds all together.</i>
page 32	<i>Act out bobbing your head like a parrot.</i>
page 33	<p><i>Who are the characters who have to practice in the book? What different ways do the characters practice?</i></p> <p>Elicit ideas.</p>
<b>Key Discussion</b> 7 minutes	<p>Think, Pair, Share.</p> <p><i>Toward the end of the book, the author writes, "our mouths are full of things to say." This is very different from the beginning of the book, when we read that their mouths were empty.</i></p> <p><i>What has changed for Mia and Abuela throughout the book? Use key details to support your ideas.</i></p> <p>If children have difficulty, refer to specific events. For example, have children consider how the characters are relating on page 8, versus how they are relating on page 37.</p>
<b>Closing</b> 1 minute	<i>Today we answered key questions to help us get the gist of the story, explaining how Mia and Abuela change. Tomorrow we'll read to</i>

Text Talk U1 W1 D4

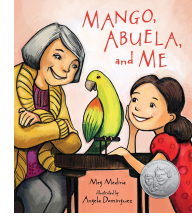




Text Talk U1 W1 D4

## Unit 1: Building Strong Communities

### WEEK 1 Day 5



### Text Talk *Mango, Abuela, and Me* Read 2 of 2

<b>Big Idea</b>	Caring for each other builds community.
<b>Weekly Question</b>	Who am I, and who are we together?
<b>Content Objectives</b>	<p>I can describe the characters in a story using key details from the text. (R.6.1.a )</p> <p>I can describe how people from different parts of the world can have different ways of living, customs, and languages. (Geography 1)</p>
<b>Language Objective</b>	I can use drawing and writing to clarify my thoughts and feelings about practicing something together. (SL.3.1.b)
<b>SEL Objective (Boston)</b>	I can identify my own unique personal, cultural, or linguistic experiences and relate those to the text we are reading. (SA 4.1)
<b>Vocabulary</b>	<p><b>shy</b>: quiet and a little nervous about new things</p> <p><b>unlock</b>: open</p> <p><b>snapshot</b>: photograph</p> <p><b>practice</b>: trying something multiple times</p> <p><b>coins</b>: metal money</p> <p><b>weave</b>: braid together</p> <p><b>communicate</b>: to share ideas with each other</p> <p><b>relationship</b>: a connection you have with someone else</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>• <i>Mango, Abuela and Me</i>, Meg Medina</li><li>• blank paper, one for each child</li><li>• drawing and writing tools</li></ul>

Text Talk U1 W1 D5

	<ul style="list-style-type: none"> <li>• Weekly Question Chart, from Day 1</li> <li>• markers in different colors</li> </ul> <p>On the whiteboard, write: Describe Mia and Abuela’s special relationship. Describe a special relationship you have with a family member or community member because you practice something together.</p> <p>Review the Weekly Question Chart. Set aside five minutes at the end of the lesson to synthesize learning on the Weekly Question Chart.</p>
<b>Opening</b> 1 minute	<p>Set a purpose for reading. <i>Today we will read Mango, Abuela, and Me by Meg Medina again. We will read a few pages closely to help us describe Mia and Abuela’s special relationship. A <b>relationship</b> is a connection you have with someone else.</i></p> <p><i>Then we will talk, draw, and write about a special relationship that we have with a family or community member.</i></p>
<b>Text and Discussion</b> 8 minutes page 2	<p>Read page 2. <i>On page 2, the narrator says she feels <b>shy</b>, or quiet and a little nervous, to meet her far-away grandmother. Why do you think she feels shy?</i></p> <p><i>Thumbs up if you ever feel shy when meeting a family member you don’t know.</i></p> <p><i>Thumbs up if you ever feel shy meeting someone from far away or someone new.</i></p>
pages 15-16	<p>Continue reading until page 16. <i>Though Mia feels worried that she and Abuela don’t understand each other, her mother reminds her that when her friend Kim came to school, the class helped her learn English. In the story, Mia is learning Spanish and Abuela is learning English, and they are both helping each other learn.</i></p> <p>Identify key details. <i>What does Mia do when she is learning Spanish?</i> Elicit 1-2 responses. <i>What does Abuela do when she is learning English?</i> Elicit 1-2 responses.</p>

Text Talk U1 W1 D5

	<p>Connect to children’s experiences.</p> <p><i>Does anyone have experience, or know someone who has experience, learning a new language? What was that like? Who helped?</i></p> <p>Elicit as many responses as seems appropriate for your class.</p> <p><i>Does anyone have an experience, or know someone who has experience, of moving to a new place and not knowing how to communicate effectively? What was that like? Who helped?</i></p> <p>Elicit as many responses as seems appropriate for your class.</p> <p>Do not continue reading.</p>
<b>Key Discussion and Activity</b> 9 minutes	<p>Think, Pair, Share.</p> <p>Prompt 1: <i>Describe Mia and Abuela’s special relationship.</i></p> <p>Prompt 2: <i>Now describe a special relationship you have with a family member or community member because you practice something together. This could be learning and practicing a language, or it could be practicing something else.</i></p> <p>Drawing and writing response. <i>Now you are going to have an opportunity to briefly sketch and write about the experience you just shared with your partner.</i></p> <p>Remind children that this task connects to the social studies and SEL objectives of the lesson. Dismiss children to tables to work on their sketching and writing. Circulate as children are working, and identify two children whose work would be relevant to talk about with the class.</p>
<b>Closing</b> 2 minutes	<p>Call the children back to the group meeting area.</p> <p><i>Let’s share some of the drawing and writing you did.</i></p> <p>Invite the two selected children to present their work. Allow time for a few questions and answers about the work presented.</p>
<b>Weekly Question Chart</b> 5 minutes	<p>Refer to the Weekly Question Chart.</p> <p><i>This week we have been thinking about this question: Who am I, and who are we together?</i></p> <p>Read the chart together. Add any essential ideas that may be missing. Identify and color-code 2-3 themes that emerge. Some themes might be: doing things together, families, school, getting along, etc.</p> <p>Save this chart for use in Week 5.</p>

