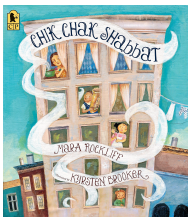
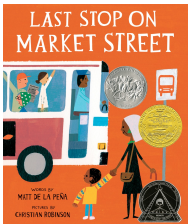
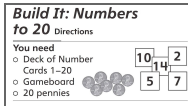

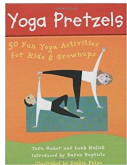


Unit 1: Building Strong Communities

WEEK 2 At a Glance

Weekly Question: How do we benefit from being part of communities?		
<p>Texts</p>   <p>Mentor texts</p>   	<p>Vocabulary and Language</p> <p>Day 1: Introduce Weekly Words: benefit, positive, rule</p> <p>Day 2: Introduce Weekly Words: contribution, perspective, emerge</p> <p>Day 3: Adjectives</p> <p>Day 4: One Great Sentence</p> <p>Day 5: Carousel Brainstorm</p>	
	<p>Text Talk</p> <p>Day 1: <i>Chik Chak Shabbat</i>, Read 1</p> <p>Day 2: <i>Chik Chak Shabbat</i>, Read 2</p> <p>Day 3: <i>Last Stop on Market Street</i>, Read 1</p> <p>Day 4: <i>Last Stop on Market Street</i>, Read 2</p> <p>Day 5: Revisiting Classroom Agreements</p>	
	<p>Stations</p> <p>Shared Reading introduced (Day 1): “You’ll Sing a Song and I’ll Sing a Song”</p> <p>Independent and Partner Reading</p> <p>Listening & Speaking: Talk, Draw, Talk</p> <p>Science Literacy introduced (Day 2): What makes day and night?, How does the moon seem to change?</p> <p>Vocabulary: Draw for Meaning with Week 1 words</p> <p>Word Work: ABC Order, Initial Sound Bingo</p>	
	<p>Science and Engineering</p> <p>Lesson 1: What Makes Day and Night?</p> <p>Lesson 2: Moon Patterns</p>	<p>Studios</p> <p>Explicit Studios introductions with specific activities suggestions and continued open exploration of materials.</p>
<p>Writing: Procedure</p> <p>Day 1: Deconstruction: Procedure Purpose and Stages</p> <p>Day 2: Joint Construction</p> <p>Day 3: Deconstruction: Verbs and Joint Construction: Steps</p> <p>Day 4: Deconstruction: Adverbs and Joint Construction: Steps</p>		

At a Glance U1 W2

Unit 1: Building Strong Communities

WEEK 2 Days 1 & 2

Vocabulary & Language

Weekly Words

Weekly Question	How do we benefit from being part of communities?
Language Objectives	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	<div><div>Day 1</div><div>benefit: a good or helpful result or effect positive: good rule: a statement about what is or is not allowed</div></div> <div><div>Day 2</div><div>contribution: something that is given with the goal of helping perspective: point of view, a way of seeing or thinking about something emerge: to appear, to come out or come forward</div></div> <p>Note: The Weekly Words lesson is repeated on Days 1 and 2 each week.</p>
Materials and Preparation	<ul style="list-style-type: none">● Week 2 Weekly Words cards● chart paper Create the week’s Weekly Words chart by writing out the Weekly Words and their definitions. Add icons, sketches, or images as appropriate.● Weekly Words Routine chart (optional)
Opening	<i>Last week we practiced our Weekly Words routine. We’re going to use the routine again this week with some new words.</i>

Vocabulary & Language U1 W2 D1 & D2

<p>Discussion</p>	<p>Follow the steps of the Weekly Words routine. Refer to the 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>Benefit</i>. Point to the children to indicate their turn. 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>Benefit. <i>Do you think you know this word?</i> Survey the group and encourage children to show a thumb up or down. Draw a conclusion aloud, such as <i>This is not a word you might hear very often, so it's a new word for lots 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 benefit is "something good that is gained."</i> Elaborate about the meaning of the word. <i>One benefit of learning together is that we get to know each other and develop friendships.</i></p> <p>Think, Pair, Share. <i>Fourth, after we talk about the meaning of the word, we're going to use Think, Pair, Share. What is one benefit—something positive you gain—from being part of our classroom community?</i></p> <p>Post the word. <i>Finally, we'll post the new word with a picture that will help us remember it.</i></p> <p>Repeat the routine with the words "positive" and "rule."</p> <hr/> <p>Positive Elaboration: <i>I feel positive when I work hard at something and am successful. I encourage my friends so they feel positive about their work, too.</i></p> <p>Think, Pair, Share prompt: <i>When is a time that you feel positive?</i></p>
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	<p>Rule Elaboration: <i>We have rules in our school community to make sure school is safe and everyone can do their best learning.</i></p> <p>Think, Pair, Share prompt: <i>What are two rules you think are important? Try to think of one rule that is important at home and one rule that is important at school.</i></p>
Day 2	<p>Contribution Elaboration: <i>It's important to me to make a contribution to my community, because then I know I am helping others.</i></p> <p>Think, Pair, Share prompt: <i>What contributions do you make to our classroom community?</i></p> <hr/> <p>Perspective Elaboration: <i>Each of us have different experiences, and this gives us different perspectives—ways of seeing or thinking—about things that happen in our communities.</i></p> <p>Think, Pair, Share prompt: <i>Some people have a perspective that healthy communities are made of people who are mostly the same as each other. Other people have a perspective that healthy communities are made of lots of different kinds of people. Which is your perspective?</i></p> <hr/> <p>Emerge Elaboration: <i>When something or someone emerges, they come forward or appear. It could be someone who was sitting quietly, or something that was hidden. Instead of saying, "I can see you now," you could say, "You emerged!"</i> <i>Someone can also come forward with a certain skill: In first grade, she emerged as a reader!</i></p> <p>Think, Pair, Share prompt: <i>Have you ever emerged and surprised someone?</i></p>
Closing	<p><i>This week, we're talking about how people benefit from being part of communities. The words we're studying this week will help us to think about that.</i></p>



benefit

<https://www.helpguide.org/articles/mental-health/laughter-is-the-best-medicine.htm/>



positive

<https://www.cfsri.org/good-news-for-rhode-island-preschools/adorable-boy-gives-thumbs-up-in-preschool/>

Weekly Words U1 W2

\Focus on First/ 1st Grade for ME | Boston Public Schools Department of Early Childhood P-2/
Maine Department of Education



rule

<https://www.consumerreports.org/car-seats/how-to-avoid-common-car-seat-installation-mistakes/>



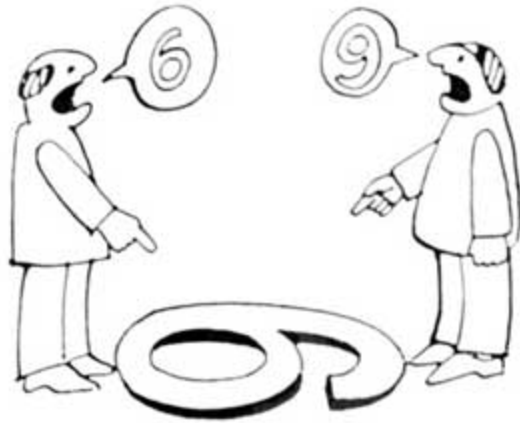
contribution

from *Chik Chak Shabbat*, Mara Rockliff (2014)

Weekly Words U1 W2

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Maine Department of Education



perspective

<http://karatmaster.com/you-get-what-you-focus-on/>



emerge

<https://act-nh.org/news/2015/10/26/monarch-butterflies>

Weekly Words U1 W2

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Maine Department of Education

Unit 1: Building Strong Communities

WEEK 2 Day 3

Vocabulary & Language

Adjectives

Weekly Question	How do we benefit from being part of communities?
Language Objective	I can identify and use adjectives. (L.1.1.e)
Vocabulary	adjective: a word that describes a person, place, thing, or idea positive: good
Materials and Preparation	<ul style="list-style-type: none">• Weekly Word card: positive• <i>Chik Chak Shabbat</i>, Mara Rockliff, pages 19-20 flagged• whiteboard and marker On the whiteboard, write: Adjectives
Opening	<i>Today we are going to identify and use adjectives, another important part of speech.</i>
Discussion	<p><i>An adjective is a word that describes, or tells about, a noun—a person, place, thing, or idea. Adjectives usually come before nouns in a sentence.</i></p> <p><i>Listen to a sentence from Chik Chak Shabbat. “At last, little Lali Omar climbed the stairs and knocked on Goldie’s door.” In this sentence, <u>little</u> is an adjective because it describes Lali, who is a person.</i></p> <p>Record “little” on the whiteboard under Adjectives.</p> <p><i>Here is another sentence from the book. “Tommy’s tuba played nothing but sour notes.” <u>Notes</u> are things that make up music. <u>Sour</u> describes those things—so sour is an adjective. Let’s record that here, too.</i></p>

	<p><i>“Positive” is one of our Weekly Words; it is an adjective, too! If we say, in this story, that when the neighbors come together it makes a positive change in their lives, we are using “positive” to describe good change. Change is the noun, it’s an idea.</i></p> <p>Turn to pages 19 and 20 of <i>Chik Chak Shabbat</i> and allow a moment to look at the illustrations.</p> <p><i>Think, Pair, Share. What adjectives can we use to describe the characters when they find out there will be no cholent for Shabbat?</i></p> <p>Elicit a few responses. Record the adjectives on the board. Address misconceptions if children choose words that are not adjectives.</p> <p><i>We know that adjectives can describe people, places, things, and ideas. Here’s another example. Chik Chak Shabbat starts out with an adjective describing a thing. “Every Saturday, a wonderful smell wafted from apartment 5-A.” What is the thing being described? [smell] And what adjective describes it? [wonderful] Let’s record this on our list.</i></p> <p><i>Now that we have generated a list of adjectives, let’s write a sentence using some of them.</i></p> <p>Generate a sentence and write it on the whiteboard. Encourage the use of Weekly Words and concepts.</p> <p>Read the sentence aloud, underlining the adjectives.</p>
Closing	<p><i>Today in Vocabulary and Language, we learned that adjectives describe nouns.</i></p>
Standard	<p>L.1.1.e Use frequently occurring adjectives.</p>
Ongoing assessment	<p>During the discussion, listen for evidence that children are understanding adjectives.</p> <p>Do they demonstrate an ability to generate words that describe different kinds of nouns?</p>

Notes

Unit 1: Building Strong Communities

WEEK 2 Day 4

Vocabulary & Language

Adjectives

Weekly Question	How do we benefit from being part of communities?								
Language Objective	I can identify and use adjectives. (L.1.1.e)								
Vocabulary	adjective: a word that describes a person, place, thing or idea								
Materials and Preparation	<ul style="list-style-type: none">whiteboard and marker <p>On the whiteboard, make the following chart.</p> <table><thead><tr><th>Adjectives</th><th>Noun</th></tr></thead><tbody><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></tbody></table>	Adjectives	Noun						
Adjectives	Noun								
Opening	<i>Yesterday we learned about adjectives. We looked at sentences from Chik Chak Shabbat and made our own. Today we'll play an Adjectives guessing game. You might know it as "I Spy."</i>								
Discussion	<p>Think of an object in the classroom that is clearly visible to all children from where they sit. Use adjectives to describe it, writing them on the board under Adjectives. This example uses the meeting area rug.</p> <p><i>I spy (I see) a thing in our classroom that is large, flat, and soft.</i> Write these three adjectives on the board. <i>It's also red, green, and blue. Everyone can see it.</i></p>								

Unit 1: Building Strong Communities

WEEK 2 Day 5

Vocabulary & Language

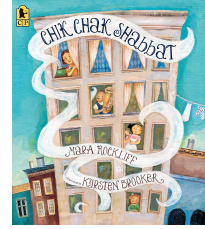
Carousel Brainstorm

Weekly Question	How do we benefit from being part of communities?
Language Objective	I can talk with my classmates about important vocabulary from our unit texts and big ideas. (SL.1.1)
Vocabulary	benefit: a good or helpful result or effect positive: good rule: a statement about what is or is not allowed contribution: something that is given with the goal of helping perspective: point of view emerge: to appear, to come forward
Materials and Preparation	<ul style="list-style-type: none">• Carousel Brainstorm anchor chart• chart paper, 4 pieces <p>Choose four of the Weekly Words to work with, and write one in the center of each piece of paper. Post the papers in different areas of the classroom at a height that children can write on them.</p> <ul style="list-style-type: none">• markers, one for each child• timer or stopwatch <p>Plan for four groups of children. Note: This lesson is planned for children to interact with four words; this may be too many for children to manage in just the second week of school. Adjust for an appropriate number of rounds. It may be that children work with only two or three words as they build familiarity with the routine and the class works out management kinks.</p>
Opening	<i>Last week we did our very first Carousel Brainstorm. It's called Carousel Brainstorm because you move around the class in a big circle, just like a carousel. Remember, at each word, you talked with your group and then drew and wrote to show what you learned</i>

	<p><i>about the word. Today we'll do this again, but this time with four of our Weekly Words.</i></p>
Key Activity	<p>Show the vocabulary cards and review definitions for all of the Weekly Words, highlighting those selected for the Carousel Brainstorm.</p> <p><i>Before we begin, let's take a quick look at our Weekly Words and remind ourselves about each of the words we'll see in our Carousel Brainstorm.</i></p> <p>Talk briefly about some possibilities for recording understanding about one of the words.</p> <p><i>What might I draw or write about the word "benefit?"</i></p> <p>Gather a few ideas. 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>Indicate the locations of the posted word papers. Offer a quick review of how the routine works.</p> <p><i>Look around the classroom: there are large sheets of paper with some of our Weekly Words written on them.</i></p> <p><i>You'll work in groups. I'll send each group to a piece of paper to begin. 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 your group members what you remember about the word or use it in a sentence. You'll listen to what your classmates have to say. After this short conversation, you will draw a picture or write some words to represent what you know now 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. We'll keep going all around the room, moving from word to word, until you have visited all of the words.</i></p> <p>Direct each group to a particular paper and then begin the timer. 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> <p>As children practice the Carousel Brainstorm routine, circulate to observe and offer support. At the signal, help children move smoothly from one</p>

Unit 1: Building Strong Communities

WEEK 2 Day 1



Text Talk *Chik Chak Shabbat* Read 1 of 2

Big Idea	Caring for each other builds community.
Weekly Question	How do we benefit from being part of communities?
Content Objectives	<p>I can answer questions to understand how the neighbors come together for Shabbat. (R.4.1.a)</p> <p>I can identify the main events in the story, including the problem and solution. (R.6.1.a)</p>
Language Objective	I can follow the protocol and take turns during Think, Pair, Share. (SL.1.1.a)
Vocabulary	<p>Shabbat: Saturday, held as a weekly holiday by Jews</p> <p>waft: drift</p> <p>apartment: home unit in a building with other units</p> <p>tantalizing: exciting and yummy</p> <p>neighbors: people who live near each other</p> <p>celebrate: honor and have fun</p> <p>exasperated: frustrated</p> <p>stereotype: simplification</p> <p>perspective: point of view</p> <p>contribution: addition</p> <p>benefit: to have an experience that makes life better</p>
Materials and Preparation	<ul style="list-style-type: none">• <i>Chik Chak Shabbat</i>, Mara Rockliff <p>Pre-mark page numbers in the book to correspond with the lesson. Page 2 begins: “Every Saturday, a wonderful smell...”</p>

Text Talk U1 W2 D1

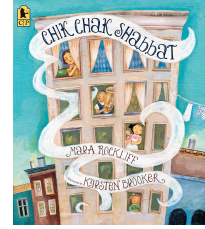
	<p>On the whiteboard, write:</p> <p>What is special for all of the neighbors about this meal?</p> <p>How does this meal taste like Shabbat?</p> <ul style="list-style-type: none"> • chart paper <p>Prepare the Weekly Question Chart.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>How do we build strong communities?</p> <p>How do we benefit from being part of communities?</p> </div>
<p>Opening</p> <p>1 minute</p>	<p><i>Today we will read Chik Chak Shabbat by Mara Rockliff. In this story, neighbors benefit by sharing a meal together each week on a special day, Shabbat. Benefit means to have an experience that makes life better.</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. We will think about the problem and the way the neighbors solve it for their special Shabbat meal. Tomorrow we'll read to take a closer look at the illustrations and descriptions of the setting.</i></p>
<p>Text and Discussion</p> <p>14 minutes</p> <p>page 8</p>	<p>Check for understanding of important vocabulary and key details.</p> <p><i>What's an apartment building?</i></p> <p><i>What is the reason that the neighbors come together?</i></p>
<p>page 14</p>	<p>Build schema.</p> <p><i>Thumbs up if you have heard of Shabbat. What is Shabbat?</i></p> <p>Think, Pair, Share. Allow children to consider religion's influence on ideas of togetherness.</p> <p>Prompt 1:</p> <p><i>What were the ways Goldie's family honored Shabbat?</i></p>

Text Talk U1 W2 D1

	<p>Prompt 2: <i>What does Shabbat mean to Goldie now?</i></p>
page 19	<p><i>What is the problem in the story?</i></p>
page 22	<p><i>Some of the characters respond to the problem in ways that might seem stereotypical—meaning that the responses represent a simplified idea of what a group of people might do. For example, Signora Bellagalli, whose name suggests she’s Italian, brings pizza, a stereotypical Italian food.</i></p> <p><i>Let’s pay attention to that, but also keep our minds open to how the book goes beyond that stereotyping. The neighbors are all bringing foods that are important and special to them.</i></p>
page 25	<p><i>From our reading so far, what does “chik chak” mean, and how is this important in the story?</i></p>
Key Discussion 8 minutes	<p>Think, Pair, Share.</p> <p><i>At the end of the book, the author writes that Goldie looked around the table and said, “I think it tastes exactly like Shabbat.”</i></p> <p>Prompt 1: <i>What is special for all of the neighbors about this meal?</i></p> <p>Prompt 2: <i>How does this meal taste like Shabbat?</i></p>
Closing 1 minute	<p><i>By the end of the story, we can see that the characters have very caring relationships with each other! The different characters come together, solving the problem when Goldie is sick. The neighbors create a special experience that depends on each family’s unique perspective and contribution.</i></p>
Weekly Question Chart 1 minute	<p>Refer to the Weekly Question Chart.</p> <p><i>This week we are exploring the question: How do we benefit from being part of communities? By being part of a community, we get lots of benefits - like help, support and fun. We also get practical things - like food!</i></p> <p><i>In Chik Chak Shabbat, the neighbors benefit from being a community of neighbors by sharing food and helping each other. Let’s record this idea on our chart: Neighbors can benefit by sharing food and helping each other.</i></p> <p><i>We can add more to our chart during the week.</i></p>

Unit 1: Building Strong Communities

WEEK 2 Day 2



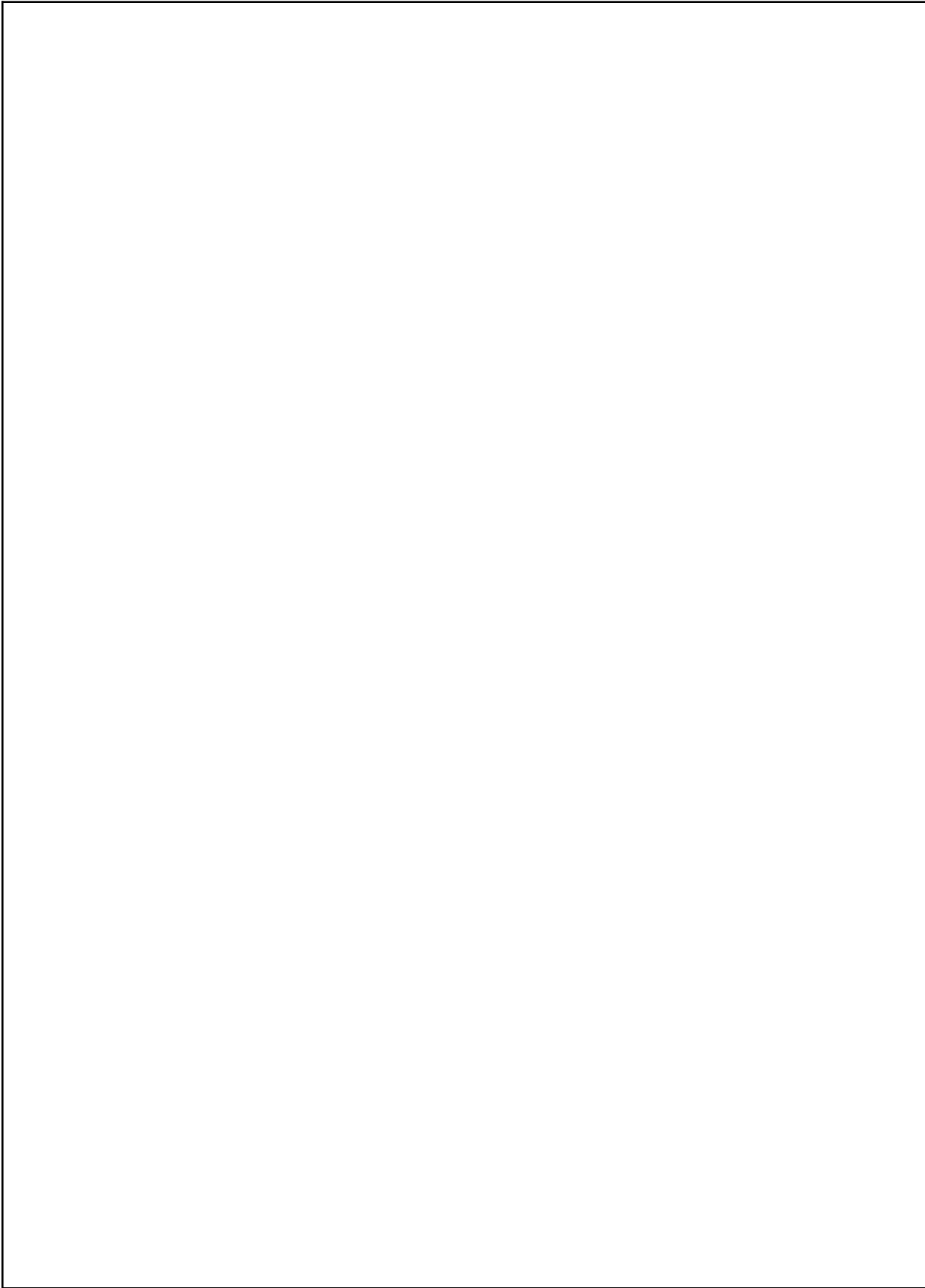
Text Talk *Chik Chak Shabbat* Read 2 of 2

Big Idea	Caring for each other builds community.
Weekly Question	How do we benefit from being part of communities?
Content Objective	I can use key details in the text's illustrations and words to describe the setting of the story and why it is important. (R.6.1.a , R.11.1.a)
Language Objective	I can explain how the neighbors in the story benefit from being part of their group. (SL.2.1.a, Civics & Government 2)
Vocabulary	Shabbat: Saturday, held as a weekly holiday by Jews waft: drift apartment: home unit in a building with other units tantalizing: exciting and yummy neighbors: people who live near each other celebrate: honor and have fun exasperated: frustrated stereotype: simplification perspective: point of view contribution: addition benefit: gain something better
Materials and Preparation	<ul style="list-style-type: none">• <i>Chik Chak Shabbat</i>, Mara Rockcliff <p>On the whiteboard, write: How does living in the apartment building help the neighbors form a community?</p>

	How do the neighbors benefit, or have a better experience, by being a part of this community?
Opening 1 minute	<p><i>Today we will reread Chik Chak Shabbat by Mara Rockliff.</i></p> <p>Set a purpose for reading. <i>Today, by looking closely at the key details in the illustrations and words, we will describe the setting of the story and why it is important.</i></p>
Text and Discussion 16 minutes pages 3-4	<p>Think, Pair, Share. <i>The setting of a story tells where and when the story takes place. Based on what you see in the illustration, describe the setting—particularly where this story takes place.</i></p> <p>Lift ideas to the whole group.</p> <p><i>From the images and words, what connects the neighbors because of this setting? [The smell of food cooking. The image of the smell wafting to each apartment shows us the connection.]</i></p>
pages 7-8	<p><i>These pages describe and illustrate how the neighbors sit together in Goldie’s apartment.</i></p> <p><i>How does the apartment building help the neighbors come together? Use the illustration and words to explain your thinking.</i></p> <p>Elicit a few responses.</p> <p><i>What would be different if the neighbors didn’t live in a building together?</i></p> <p>Elicit a few responses.</p>
pages 9-10	<p><i>Another key element of the story is when it takes place. When does the story take place? Why is that important? Use the illustrations and words to help you.</i></p>
pages 15-16	<p><i>Exasperated</i> means really, really frustrated.</p> <p><i>What do we see in the pictures and what do we hear in the words that show us how the neighbors are feeling?</i></p>
pages 23-24	<p><i>What is going on in this picture? What do we see that adds to the words?</i></p> <p>Elicit a few responses.</p> <p><i>How does the setting of the story make it easy for the neighbors to get together? [They can walk up the stairs or down the hall to see each other. They can knock on a neighbor’s door and come inside.]</i></p>

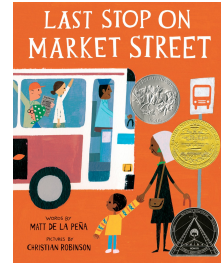
Key Discussion 7 minutes	<p>Think, Pair, Share.</p> <p>Prompt 1: <i>How does living in the apartment building help the neighbors form a community?</i></p> <p>Prompt 2: <i>How do the neighbors benefit, or have a better experience, by being a part of this community?</i></p>
Closing 1 minute	<p><i>Reading Chik Chak Shabbat really showed us how neighbors in an apartment building can become a strong community!</i></p>
Standards	<p>R.6.1.a Describe characters, settings, and major events in a story, including details about who, what, when, where, and how.</p> <p>R.11.1.a Use illustrations and words in a text to describe its characters, setting, or events.</p> <p>SL.2.1.a Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>Civics & Government 2: 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>
Ongoing assessment	<p>Listen to children’s responses during whole group time and Think, Pair, Share.</p> <p>Are children able to describe how the illustrations and words work together?</p> <p>Are children able to describe the setting and explain its importance?</p>

Notes



Unit 1: Building Strong Communities

WEEK 2 Day 3



Text Talk

Last Stop on Market Street

Read 1 of 2

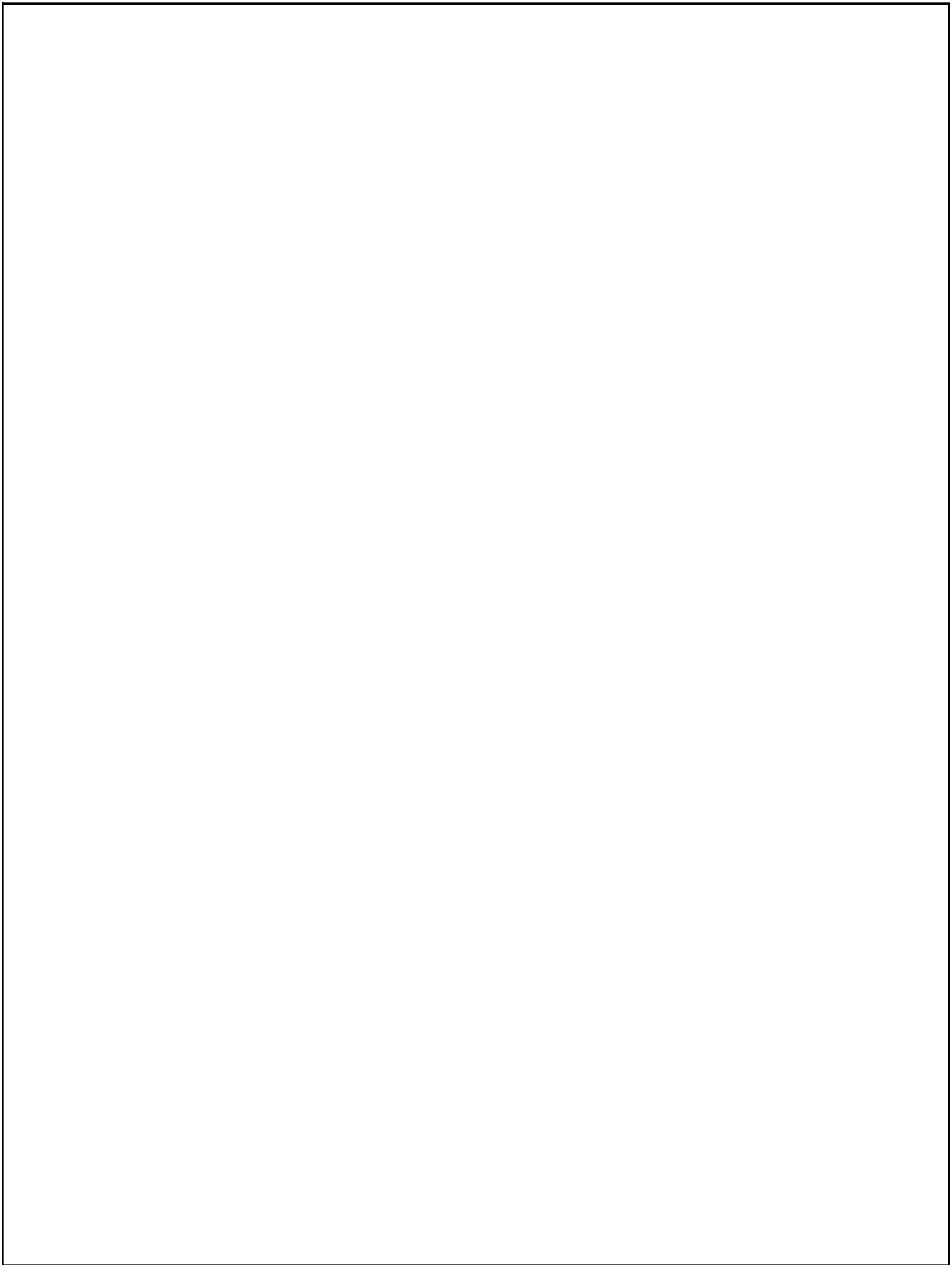
Big Ideas	<p>Caring for each other builds community.</p> <p>When people in communities talk, work, play, and learn together, they can create positive change.</p>
Weekly Question	How do we benefit from being part of communities?
Content Objectives	<p>Using key details, I can describe how the main character, CJ, changes over the course of the story. (RL.1.3)</p> <p>I can describe the way the people on the bus feel by being together. (Civics 1)</p>
Language Objective	I can answer questions about how CJ changes over time in <i>Last Stop on Market Street</i> . (SL.1.2)
Vocabulary	<p>patter: making light sounds (of rain)</p> <p>sighed: let out a long, heavy breath</p> <p>lurched: moved suddenly forward</p> <p>positive: good</p> <p>together: with each other</p> <p>blind: unable to see</p> <p>rhythm: a regular, repeated pattern of sounds</p>
Materials and Preparation	<ul style="list-style-type: none">• <i>Last Stop on Market Street</i>, Matt de la Peña <p>Pre-mark page numbers in the book to correspond with the lesson. Page 1 begins with “CJ pushed through the church doors...”</p>

Text Talk U1 W2 D3

	<p>On the whiteboard, write:</p> <p>How does CJ change over the course of the book?</p> <p>How do the people on the bus feel by being together?</p>
<p>Opening</p> <p>1 minute</p>	<p><i>Today we will read Last Stop on Market Street, by Matt de la Peña. In this story, a boy takes a special trip on the bus with his grandmother.</i></p> <p>Set a purpose for reading.</p> <p><i>As we read today, we will identify key details about the main character, CJ, tracking how he changes during the course of the story. We will describe the way the people on the bus feel by being together.</i></p>
<p>Text and Discussion</p> <p>16 minutes</p> <p>page 7</p>	<p>Check for understanding of key details.</p> <p><i>Why does Nana say they don't need a car? What does she mean?</i></p>
<p>page 12</p>	<p><i>How does CJ feel about going somewhere after church? What in the story makes you think that?</i></p> <p>Elicit a few responses.</p> <p><i>Thumbs up if you have ever felt sorry for yourself. What was that like?</i></p>
<p>page 18</p>	<p><i>How does CJ feel listening to the music? How is his response to being on the bus changing?</i></p>
<p>page 22</p>	<p>Check understanding of important themes.</p> <p><i>What does Nana mean when she says "Sometimes when you're surrounded by dirt, CJ, you're a better witness for what's beautiful?"</i></p>
<p>page 28</p>	<p>Check for clarity.</p> <p><i>What are CJ and Nana doing at the end of the book?</i></p> <p><i>Thumbs up if you have heard of, or been to, a soup kitchen before. What is it?</i></p>
<p>Key Discussion</p> <p>7 minutes</p>	<p>Think, Pair, Share.</p> <p>Prompt 1:</p> <p><i>How does CJ change over the course of the book? List some key details that tell you that.</i></p> <p>Prompt 2, Connect to the Weekly Question:</p>

	<i>How do the people on the bus feel by being together? Why do you think that?</i>
Closing 1 minute	<i>Today we read Last Stop on Market Street to see how CJ's feelings and actions change because of the special bus trip he takes with his grandmother. We connected to our weekly question, thinking about the community created on the bus.</i>
Standards	<p>RL.1.3. Describe characters, settings, and major events in a story, using key details.</p> <p>*Note: Although the Grade 1 version of this standard does not directly address how a character responds to events over time, the Anchor Standard reads: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>Civics 1. Demonstrate understanding of the benefits of being part of a group and explain what it means to be a member of a group; follow the group's rules, limits, responsibilities and expectations, and explain reasons for rules to others.</p>
Ongoing assessment	<p>Listen to children's responses during whole group time and Think, Pair, Share.</p> <p>Are children able to recount key details in the story?</p> <p>Are children able to describe how CJ changes over the course of the story?</p> <p>During Think, Pair, Share, are children able to explain the positive change created by coming together as a community on the bus?</p>

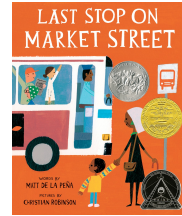
<p>Notes</p>



Text Talk U1 W2 D3

Unit 1: Building Strong Communities

WEEK 2 Day 4



Text Talk

Last Stop on Market Street

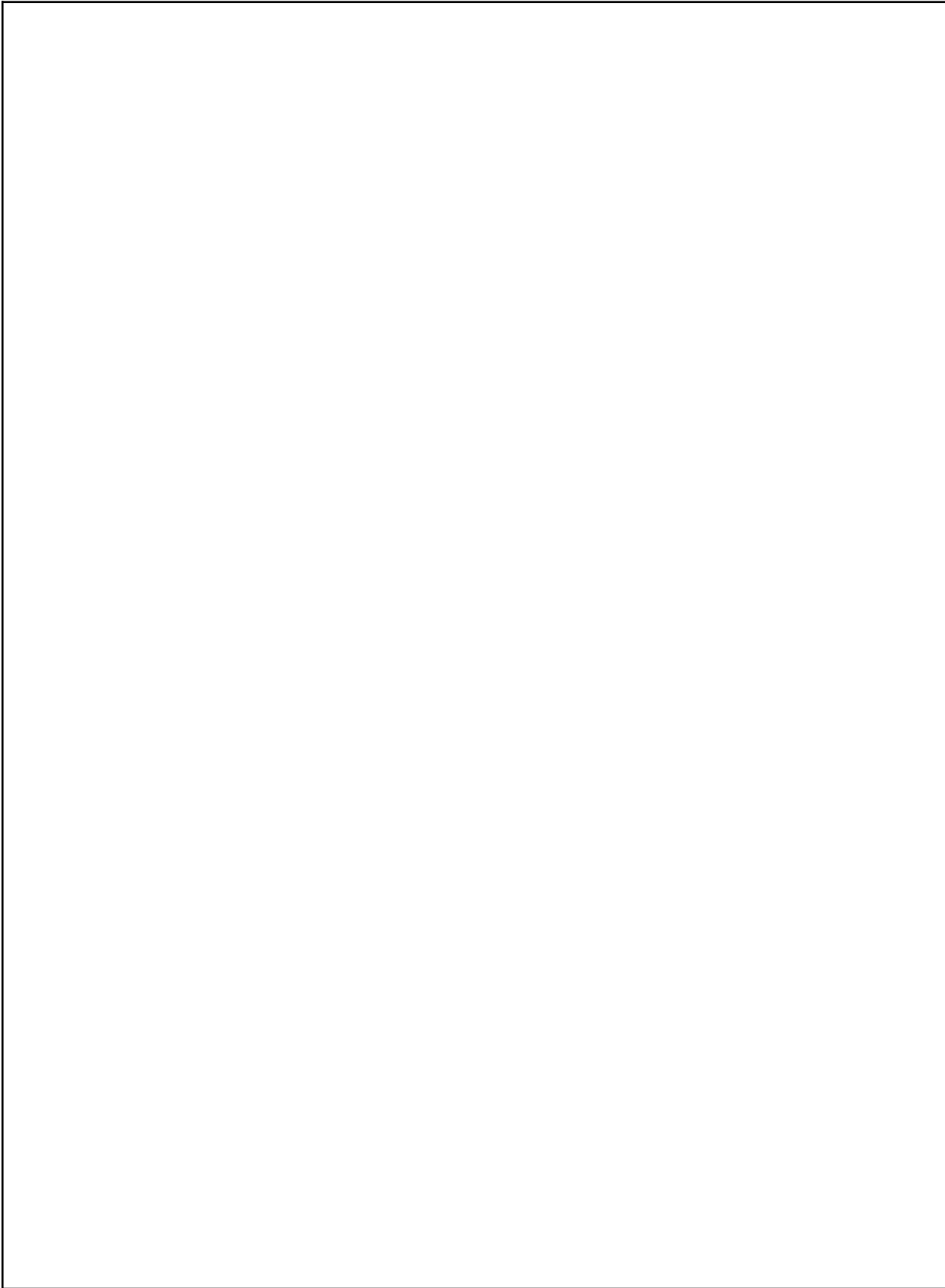
Read 2 of 2

Big Ideas	<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>
Weekly Question	How do we benefit from being part of communities?
Content Objectives	<p>I can explain how phrases in the story help the reader understand CJ's experience. (RL.1.3, RL.1.4)</p> <p>I can use key details from the text to evaluate CJ as a member of his community. (RL.1.1, Civics 10)</p>
Language Objective	I can determine the meanings of unknown phrases in <i>Last Stop on Market Street</i> . (L.1.4)
Vocabulary	<p>patter: making light sounds (of rain)</p> <p>sighed: let out a long, heavy breath</p> <p>lurched: moved suddenly forward</p> <p>positive: good</p> <p>together: with each other</p> <p>blind: unable to see</p> <p>rhythm: a regular, repeated pattern of sounds</p>
Materials and Preparation	<ul style="list-style-type: none">• <i>Last Stop on Market Street</i>, Matt de la Peña <p>On the whiteboard, write:</p>

Text Talk U1 W2 D4

	<p>How do the phrases we have read closely in <i>Last Stop on Market Street</i> help us understand how CJ might feel on the bus?</p> <p>How does CJ benefit from being a member of the community?</p>
Opening 1 minute	<p>Set a purpose for reading.</p> <p><i>Today we will read Last Stop on Market Street, by Matt de la Peña, again. This time, we will stop to read a few parts very closely. We will describe how certain phrases help us understand the main character's experience. Phrases are groups of words that make sense together. Then, we will consider how CJ and others benefit from being members of the communities in the book.</i></p>
Text and Discussion of pages 1-14 8 minutes page 2	<p>Check for understanding of key details.</p> <p><i>What do you think the author means by the "air smelled like freedom"? How does this help us think about how CJ feels right after church?</i></p>
page 5	<p><i>The author writes that CJ watched the "water pool on flower petals." What's going on here?</i></p>
page 7	<p><i>Here, the author writes that the bus "sighed and sagged." Try to show sighing and sagging with your body and voice. Is this a negative or positive image? Negative means bad and positive means good. Why does that matter?</i></p>
pages 9-10	<p><i>On these pages, the bus "lurched forward and stopped, lurched forward and stopped." Close your eyes and imagine how you would feel on a bus moving like that.</i></p> <p><i>Lurching is very different than the movement of cars zipping by or boys hopping curbs on bikes.</i></p> <p><i>How might the bus's movement contribute to how CJ is feeling about the bus trip at this point in the story?</i></p>
Key Discussion page 16 7 minutes	<p><i>On this page, the author describes a very different experience for CJ. Let's read this page again.</i></p> <p>Think, Pair, Share.</p> <p><i>What is happening here? How does CJ feel now?</i></p> <p><i>How do the phrases we have read closely in Last Stop on Market Street help us understand how CJ might feel on the bus?</i></p>

Connect to Weekly Question 8 minutes	<p>Read to the end.</p> <p><i>Now that we've read this story again, and we've been thinking about how we benefit from being part of communities, let's think about CJ as a member of his community.</i></p> <p>Think, Pair, Share.</p> <p><i>How does CJ benefit from being a member of the community? You can think of CJ as a member of the community on the bus or at the soup kitchen. Give examples from the text.</i></p> <p>Bring attention back to the whole group.</p> <p><i>How do others in the book benefit from being part of a community with CJ and Nana?</i></p> <p><i>Let's record one ideas on our Weekly Question Chart.</i></p>
Closing 1 minute	<p><i>In Last Stop on Market Street, we saw how being a member of a community can change the way people feel! It can create positive change for individuals and groups.</i></p>
Standards	<p>RL.1.1. Ask and answer questions about key details in a text.</p> <p>RL.1.3. Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>Civics 10. Evaluate the qualities of a good citizen or member of the community, drawing on examples from history, literature, informational texts, news reports, and personal experiences.</p>
Ongoing assessment	<p>Listen to children's responses during whole group time and Think, Pair, Share.</p> <p>Are children able to unpack key phrases?</p> <p>Can they relate these phrases to the events in the story?</p> <p>Are children articulating how people benefit from being part of a community in the story?</p>
Notes	



Text Talk U1 W2 D4

Unit 1: Building Strong Communities

WEEK 2 Day 5

Text Talk

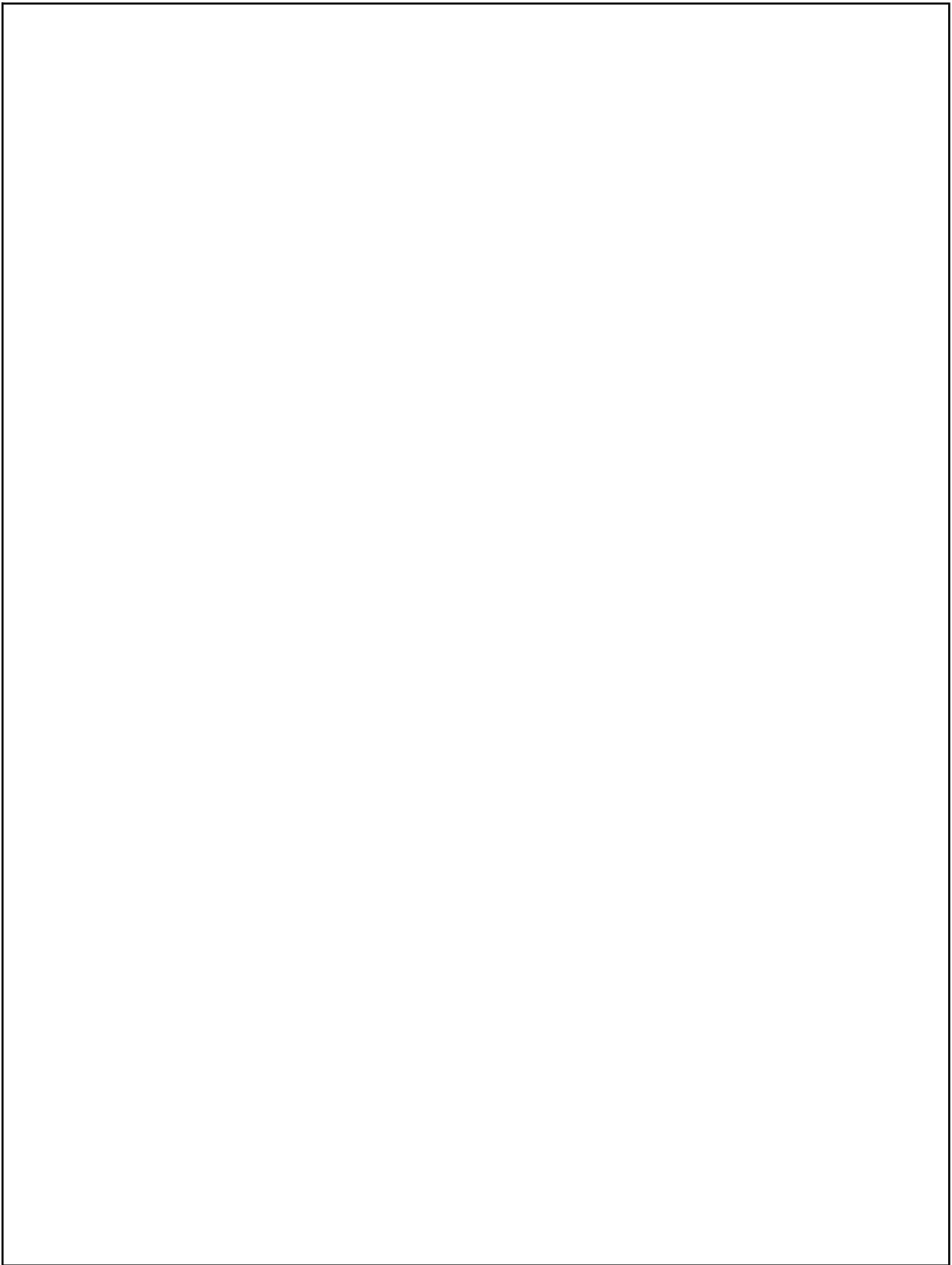
Revisiting Classroom Agreements

This lesson is the second of a pair (see Week 1, Day 2) that serve to establish 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. In keeping with the unit of study, these classroom agreements should offer guidance for how individuals can contribute positively to the classroom community. They may exist side by side with school rules.

Big Ideas	People belong to communities. Everyone has a role. Caring for each other builds community.
Weekly Question	How do we benefit from being part of communities?
Content Objectives	I can discuss how our classroom agreements help us create a strong learning community. (Civics 1) I can ask questions to clarify the meaning of the words in our class agreements. (RI.1.4)
Language Objective	I can ask questions to help me understand our classroom agreements. (SL.1.1c)
SEL Objective	I can ask my classmates about their understanding of our agreements. (SEL SR 4.1)
Vocabulary	rule: a statement about what is or isn't allowed agreement: something that two or more people decide is true community: a group of people
Materials and Preparation	<ul style="list-style-type: none">• Agreements chart, from Week 1, Day 2 Review the proposed agreements. Consider which have been particularly salient and which have been challenging to uphold in the days since the agreements were drafted.• markers, in colors different than used for drafting, for marking up

Text Talk U1 W2 D5

	<p>and rewriting agreements</p> <ul style="list-style-type: none"> • fresh chart paper, 1 sheet <p>Write a customized title at the top of the paper (such as Classroom Agreements for [class name]).</p>
Opening 1 minute	<p><i>You have already suggested some agreements that will make our classroom community strong and happy. Feeling good with each other is one way we all benefit from being part of a community.</i></p> <p>Set a purpose for the lesson.</p> <p><i>Today we'll look again at the agreements we wrote down last week and see if they are the right agreements for our community. As we do this, we will ask questions to clarify any words that might be confusing and to make sure we understand each other's ideas.</i></p>
Text and Key Discussion 17 minutes	<p><i>I'm going to read through each agreement slowly. As I read the first agreement, if you hear a word you don't understand, put your thumb up in front of your chest; that will be a signal for us to stop and talk about it.</i></p> <p>Read the first agreement, slowly, stopping to clarify the meaning of any confusing words or phrases. Revise the agreements on the chart as needed with a different color than used previously.</p> <p><i>Now that we know what this agreement means, let's think about whether it's a good agreement for our community.</i></p> <p><i>Turn to your partner and take turns asking, "How will this agreement help us build a strong classroom community?" You could start your answer with, "This agreement helps us build a strong community by..."</i></p> <p>Bring the group back together and facilitate a conversation to make sure each member of the community is comfortable with the agreement's meaning and content. If rephrasing an agreement will be helpful, ask children to suggest new language. Confirm that the agreement is important to the community, and rewrite it on the fresh piece of chart paper.</p> <p>Repeat this process for each agreement.</p> <p>Read all of the agreements a final time.</p>
Closing 1 minute	<p><i>We now have a list of agreements that will help us build a strong community. Whenever we are not sure about how something is going, we can check our agreements to see what we want from each other, and then remind each other about what our community agreed to.</i></p>



Unit 1: Building Strong Communities

WEEK 2

Stations

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

Station	Activities	Materials Writing tools at each station
Shared Reading	"You'll Sing a Song and I'll Sing a Song"	<ul style="list-style-type: none"> Shared Reading text on chart and/or slides pointer
Teacher Groups	<i>Begin in Week 3</i>	
Reading	Independent and Partner Reading	<ul style="list-style-type: none"> "You'll Sing a Song and I'll Sing a Song," copy for each child individual book bags
Listening & Speaking	Talk, Draw, Talk	<ul style="list-style-type: none"> Week 2 image 1 (listening to a story) Week 2 prompt 1, copy for each child Week 2 image 2 (serving a meal) Week 2 prompt 2, copy for each child sand timers drawing tools
Vocabulary	Draw for Meaning <i>community, responsibility, agreement, bilingual</i>	<ul style="list-style-type: none"> Week 1 Weekly Words cards Draw for Meaning sheets, copy for each child
Science Literacy <i>Introduced on Day 2</i>	Week 1 prompt: What makes day and night? Week 2 prompt: How does the moon seem to change?	<ul style="list-style-type: none"> science journals with Week 1 prompt included Week 2 prompt, printed as stickers or copied and cut apart, with glue sticks colored pencils and pencils
Word Work	ABC Order	<ul style="list-style-type: none"> Foundations Letter Board letter tiles ABC Order directions card
	Initial Sound BINGO <i>continued from Week 1</i>	<ul style="list-style-type: none"> letter tiles BINGO Caller Card, in a sheet protector dry erase marker BINGO cards, copied onto stiff paper or in sheet protectors BINGO directions

Stations U1 W2

Unit 1: Building Strong Communities

WEEK 2

Launching Stations

Week 2, Day 1

Introduce Shared Reading, Reading, Listening and Speaking, Vocabulary, and Word Work Stations are open (or limit, according to needs of the group)

Materials and Preparation

- Shared Reading text on chart and/or slides
- pointer
- all needed stations materials, as indicated on the Stations cover page

Shared Reading

Refer to the Shared Reading lesson.

15 minutes

4 minutes

When we have Shared Reading, we will have time to visit only one station. Listen carefully to find out which station you'll work in today.

Review routines and expectations for Stations work. Confirm locations of the stations. Dismiss children to assigned stations.

18 minutes

Children work in their assigned stations. Circulate to observe and support them.

3 minutes

As is useful, bring the group back together to answer questions and reinforce Stations work habits.

Week 2, Day 2

Introduce the Science Literacy Station

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.

Materials and Preparation

All children will practice this one station. Create as many Science Literacy Station sets as needed for children to work in their established small groups.

- children's science journals
- colored pencils
- pencils

Stations U1 W2

5 minutes	<p><i>Do you remember what you found in the Science Literacy Station during our Stations Scavenger Hunt last week?</i></p> <p>Refer to the Stations Scavenger Hunt.</p> <p><i>At this station, you'll work on the page in your science journals that you have already prepared with the question, What does a scientist do?</i></p> <p><i>As you draw yourself as a scientist, make sure to include any tools you will use—don't forget your eyes and ears, because those are tools for finding out about the world around you!</i></p> <p><i>Then, think about a question you might want to investigate in science this year and write it at the bottom of the page.</i></p> <p><i>Usually, the Science Literacy Station will be here [____]. Today, since we are all practicing together, it will be on all the tables.</i></p>
15 minutes	Distribute children's science journals and dismiss children to tables by group. As they work, circulate to support and observe their efforts.
5 minutes	Bring the group back together to answer questions and briefly share children's work.
Week 2, Days 3 and 4 All stations open	
Materials and Preparation	Take stock of how stations have been going. Plan to reintroduce any station activity with which children have experienced confusion. Plan for two station rotations.
5 minutes	<p>Briefly introduce the stations.</p> <ul style="list-style-type: none"> ● Word Work: Explicitly introduce new activities. ● Listening and Speaking: Show the new image and prompt. ● Vocabulary: Show Week 1 Weekly Words cards. ● Reading: Remind children to first read the Shared Reading text and then to access their book bags. ● Science Literacy: Show the new prompt, What can air do? <p>Answer children's questions. Review the classroom's Stations rotation system and help children orient to their first station assignment. Dismiss children to work.</p>
15 minutes	Rotation 1

2 minutes	Signal clean up and transition; help children get settled in new stations.
15 minutes	Rotation 2
3 minutes	<i>This is the first day we have had all stations open! How did it go? What do we need to think about for tomorrow?</i>
Week 2, Day 5 All stations open Community Conversation	
Materials and Preparation	Review the work from all stations this week. Choose examples of work to highlight in the Community Conversation. This work might serve to strategize around a shared challenge or to emphasize a particularly successful approach to a task.
5 minutes	Offer brief reminders about stations activities, if needed. Remind children how to orient to the Stations calendar and how to access and clean up stations materials. Dismiss children to work.
20 minutes	Children work in assigned stations. The Reading Station is open for children who complete tasks ahead of time.
3 minutes	Signal clean up and transition.
12 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.

Unit 1: Building Strong Communities

WEEK 2

Shared Reading “You’ll Sing a Song and I’ll Sing a Song”

Weekly Question	How do we benefit from being part of communities?
Materials and Preparation	<ul style="list-style-type: none">• chart paper and markers Write out the song for whole group reading.• “You’ll Sing a Song and I’ll Sing a Song” slides• pointer
Opening 1 min	<p><i>Every week during Shared Reading we’ll practice reading a text together, and then you’ll continue to practice this text at the Reading Station.</i></p> <p><i>Our text this week is “You’ll Sing a Song and I’ll Sing a Song.” We learned this song last week. The words in this song remind us that we can do things together as a community.</i></p>
Phonological Awareness 5 min	<p>Isolate and identify beginning sounds. (Do not show the text) <i>This week we are reviewing the sounds that letters make. Before we read and sing today, we’ll practice identifying some beginning sounds.</i></p> <p><i>The first word is “sing.” Repeat the word after me. What sound do hear at the beginning of “sing?”</i></p> <p>Ask one child to say the sound aloud. Then ask if anyone heard a different sound to establish consensus before inviting the class to say the correct sound. Continue the same exercise for the words “together,” “warm,” “hum,” and “line.”</p>
Shared Reading 13 min	<p>Establish an Echo Reading routine. (Show the text.) <i>In our Shared Readings, we read and sing out loud together so that we can become fluent readers. Today, after you hear me sing the song once, we’ll echo sing, which means that I’ll sing some, then</i></p>

	<p><i>you'll sing the same section. As we read and sing, I'll use the pointer to scoop words together into phrases. First, it's my turn.</i></p> <p>Use the pointer to scoop phrases of the song while modeling singing both stanzas.</p> <p><i>Now we're going to echo sing. I'll sing two lines, then you sing those same two lines.</i></p> <p>Use a gesture to signal when it is the children's turn to sing. Echo sing both stanzas, two lines at a time.</p> <p>Build concepts of print.</p> <p><i>This song has stanzas, which are the chunks of text in poems and songs. They help us know when to pause. Show me on your fingers how many stanzas this poem has.</i></p> <p>Indicate separate lines.</p> <p><i>These are the lines of the song. The line breaks also help us know when our voices should pause so we can read and sing with expression.</i></p> <p>Revisit a few lines to model expressive reading and scooping phrases with a pointer.</p> <p>Point out the contractions (do not teach the concept for mastery at this point).</p> <p><i>The word "you'll" is a contraction, which means that two words—"you" and "will"—have been pushed together with the help of this apostrophe [point to apostrophe]. Do you see another contraction in the song? How do you know it's a contraction?</i></p> <p>Establish a Choral Reading routine.</p> <p><i>Now let's sing both stanzas together. We will sing chorally. Chorally means we do it all together.</i></p> <p>Select one child to stand and point as the class sings in unison. Guide the child to scoop phrases appropriately.</p>
Closing 1 min	<p><i>You will continue to practice reading and singing this song at the Reading Station.</i></p>
Standards	<p>Standard R.1 Demonstrate understanding of the organization and basic features of print.</p> <p>R.1.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>R.2.1.a Distinguish long from short vowel sounds in spoken single-syllable words.</p>

Name _____

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 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.

Talk, Draw, Talk Week 2, prompt 1



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Listening & Speaking Station W2.1

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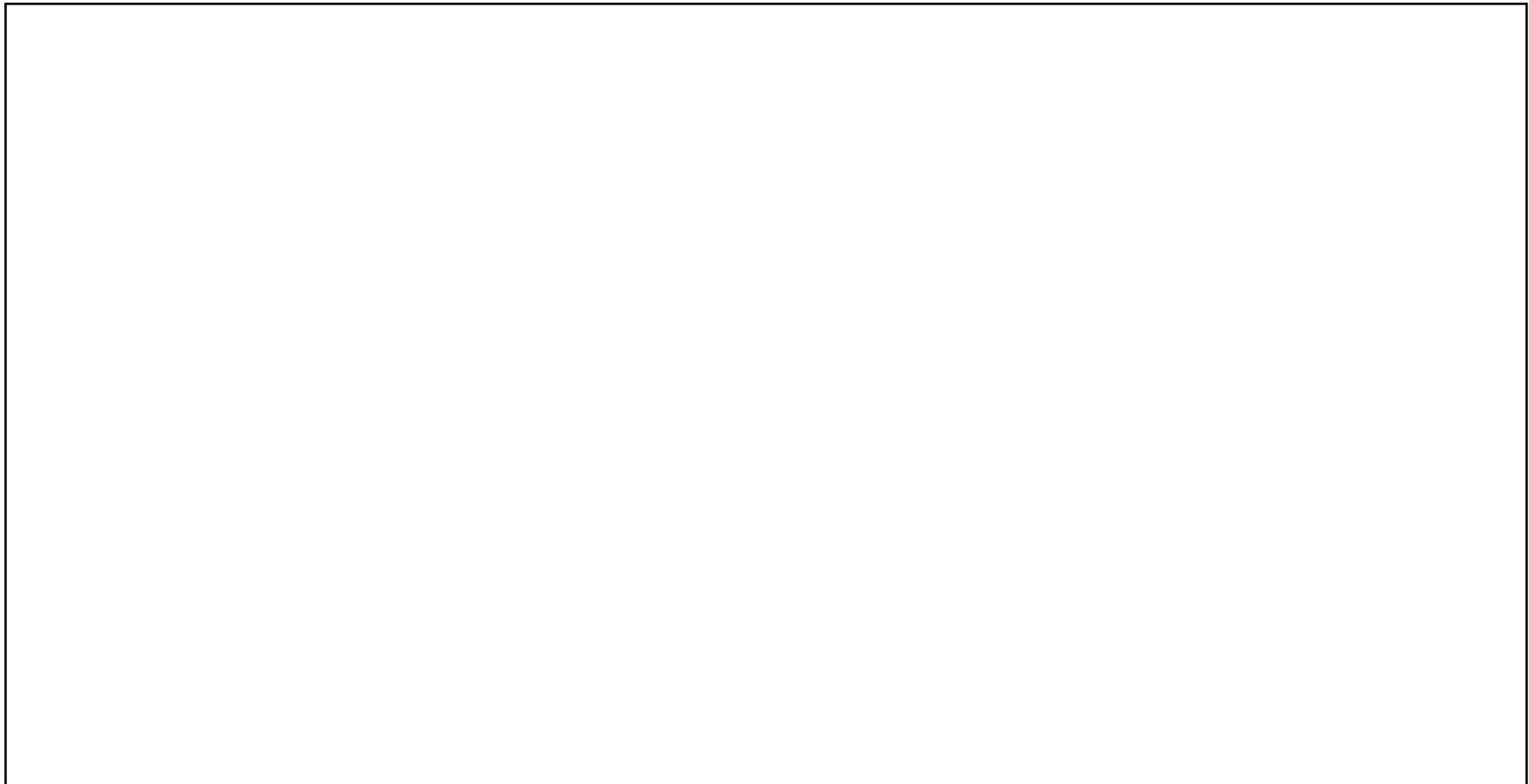
Name: _____

Talk Draw Talk

Look carefully at the image. People are reading together in their classroom community.

Draw a picture of something you like to do with other people in a community you belong to.

Talk with your partner about your drawing.

A large, empty rectangular box with a thin black border, intended for a student to draw a picture of something they like to do with other people in a community.

Listening & Speaking Station W2.1

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Maine Department of Education



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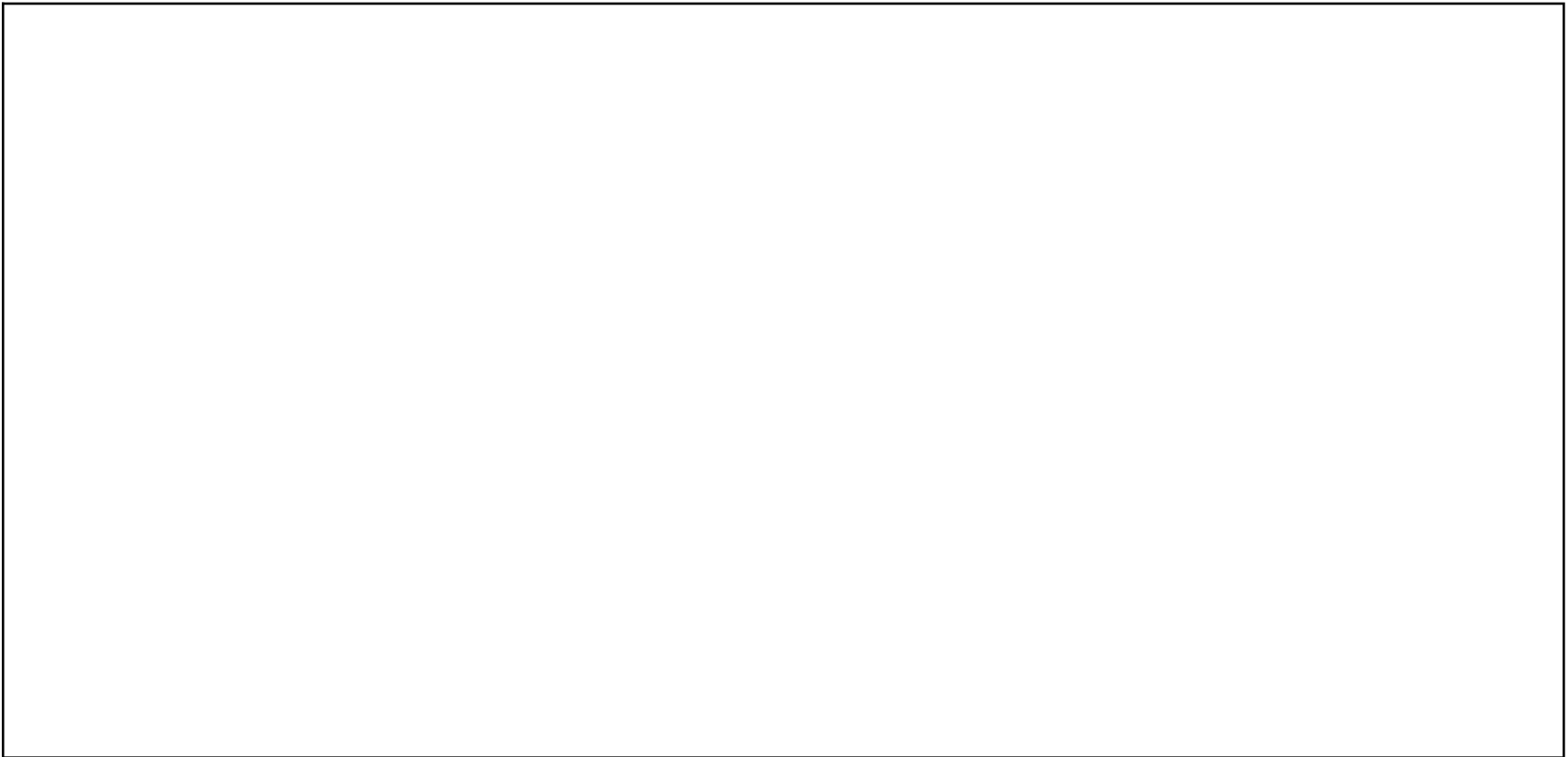
Name: _____

Talk Draw Talk

Look carefully at the image. People are cooking and serving a meal to members of their community.

Draw a picture of a celebration you would like to have with your community.

Talk with your partner about your drawing.

A large, empty rectangular box with a thin black border, intended for a student to draw a picture of a celebration.

Week 2 Prompt 1

What makes day and night?	Date _____ Weather _____ Temperature _____
What makes day and night?	Date _____ Weather _____ Temperature _____
What makes day and night?	Date _____ Weather _____ Temperature _____
What makes day and night?	Date _____ Weather _____ Temperature _____
What makes day and night?	Date _____ Weather _____ Temperature _____
What makes day and night?	Date _____ Weather _____ Temperature _____
What makes day and night?	Date _____ Weather _____ Temperature _____

Week 2 Prompt 2

How does the moon seem to change?	Date _____ Weather _____ Temperature _____
How does the moon seem to change?	Date _____ Weather _____ Temperature _____
How does the moon seem to change?	Date _____ Weather _____ Temperature _____
How does the moon seem to change?	Date _____ Weather _____ Temperature _____
How does the moon seem to change?	Date _____ Weather _____ Temperature _____
How does the moon seem to change?	Date _____ Weather _____ Temperature _____
How does the moon seem to change?	Date _____ Weather _____ Temperature _____

Science Literacy Station U1 W2

Adapted with permission for Maine Public Schools

Focus on First/ 1st Grade for ME | Boston Public Schools Department of Early Childhood P-2/
Maine Department of Education

WEEK 2 Lesson 1

Science and Engineering: Patterns in the Sky: What Makes Day and Night?

S & E Big Ideas	We can use observations to describe patterns that can be predicted. Day and night is a pattern that is created by the Sun on Earth. A pattern is something that follows a rule while repeating itself.
S & E Guiding Question	What makes day and night?
Content Objective	I can use observations to describe how the Sun and Earth follow a pattern. (1-ESS1-1)
Language Objective	I can discuss what I know about the Earth, Sun, Moon, and stars with my peers. (SL1.1)
Vocabulary	Sun: the star closest to Earth and at the center of our solar system Earth: the planet we live on Moon: a natural object that travels on a path around the Earth star: a big ball of burning gas pattern: something that follows a rule while repeating itself prior knowledge: what you already know about a topic or idea
Materials and Preparation	<ul style="list-style-type: none">● chart paper, 2 pages, and markers On one chart, create a KWL chart.● Day and Night Spinner, 1 copy for each child Create a model of the spinner.● scissors● brass fasteners, 1 per child● single hole punch● 1 globe or a ball● 1 flashlight● 1 large sticker or sticky note, to show where we live on the globe● Week 2 journal prompt 1, copied, cut apart, 1 for each child Prior to the lesson, glue the prompts to the children's journals● Teacher Science Journal

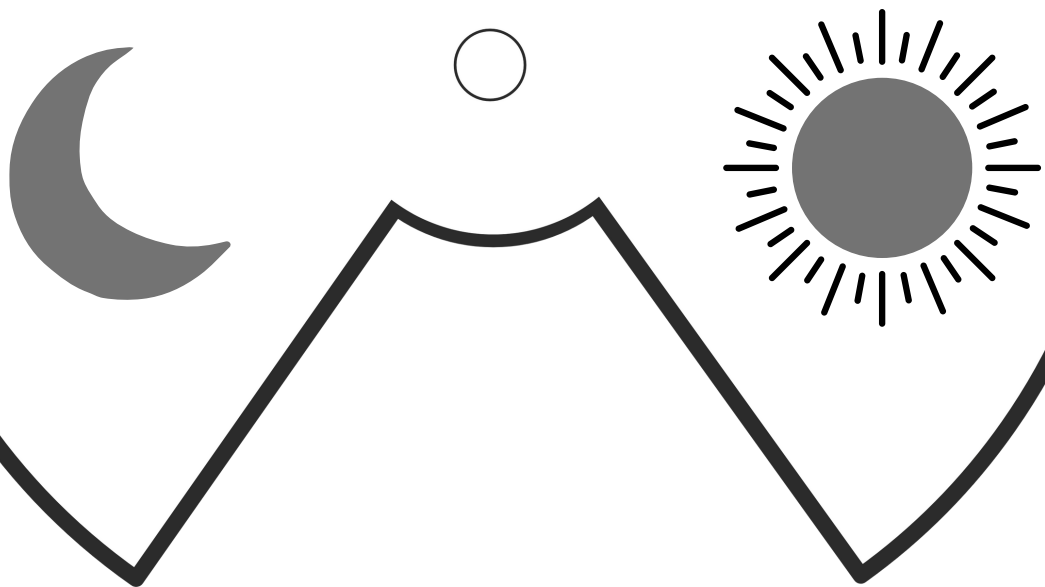
<p>Opening 7 minutes</p>	<p><i>Today, we will begin learning about patterns in the sky! Before we begin, let's think about what we already know about objects in the sky.</i></p> <p>Think-Pair-Share.</p> <p><i>What do you know about the Earth, Sun, Moon, and stars?</i></p> <p><i>Let's share out as a whole group. So, what do we know about the Earth, Sun, Moon, and stars?</i></p> <p>Record children's thoughts in the "Know" or "K" column of the KWL chart, even if inaccurate. Misconceptions are a natural part of learning and we are providing experiences that allow them to update their thinking. If children have questions, record them under the "wonderings", "W" column.</p> <p><i>This will help us as we start learning about patterns in the sky! If you have other thinking that we didn't record, don't worry. You'll be able to add your thinking to your science journals!</i></p>
<p>Demonstration 10 minutes</p>	<p><i>Now that we've recorded our thinking, we will learn why we have day and night. Let's start with a demonstration. Here, I have a globe, which shows the Earth.</i></p> <p>Use the sticker or sticky note to show the children's location on the globe.</p> <p><i>This is where we live.</i></p> <p><i>I also have a flashlight, which we will use to show the Sun. When it is nighttime, do we see the Sun? [If children say yes, prompt them to think about how bright it is during the day, and that at night, we cannot see the Sun.]</i></p> <p><i>Now I need a volunteer to come up and be the Sun!</i></p> <p>Choose a child to come to the center of the circle.</p> <p><i>The Sun, which is a big star, does not move, so my volunteer needs to stay in one spot when shining its light. The Earth travels on a path around the Sun, so I will walk the globe slowly around my volunteer sun.</i></p> <p>Begin walking around the volunteer Sun.</p> <p><i>At the same time the Earth is traveling around the Sun, it is also spinning.</i></p> <p>Begin spinning the globe very slowly.</p> <p><i>Now, watch where we put the sticker. Remember, that's where we live.</i></p> <p>Spin and stop when the sticker is facing the flashlight.</p> <p><i>When we are facing the Sun, is the Sun shining on us? [Yes.] Do you think it's daytime or nighttime? That's right, it's daytime when the Sun is shining on us!</i></p>

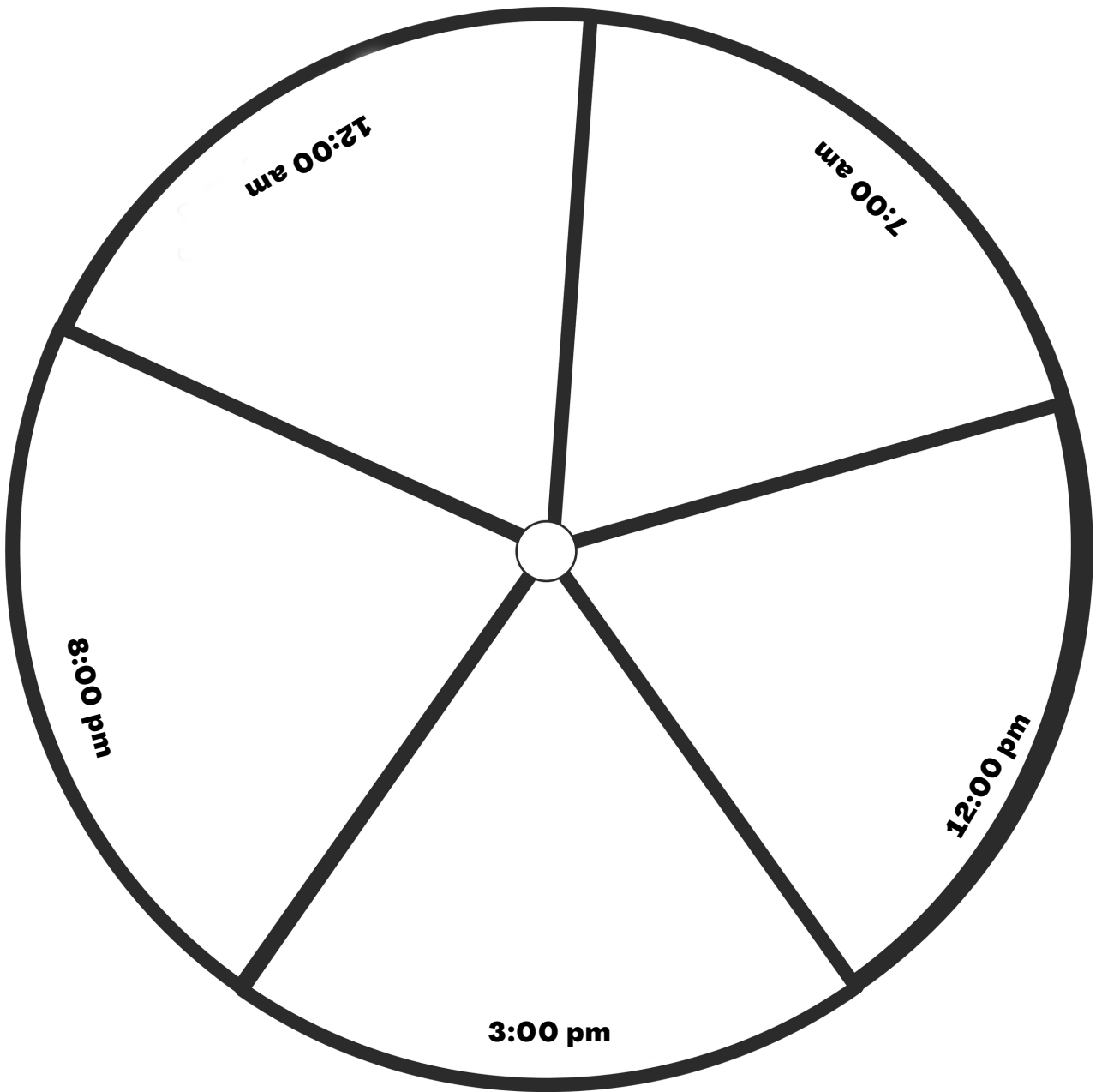
	<p>Spin and stop when the sticker is facing away from the flashlight.</p> <p><i>When the Earth continues to spin and we are facing away from the Sun, is the Sun shining on us? [No.] So, do you think it's daytime or nighttime? That's right! It's nighttime when the Sun is not shining on us.</i></p> <p><i>I'm going to spin the globe around. I want you to watch the sticker. When the flashlight, or Sun, shines on the sticker, I want you to say "day!" and when the sticker is facing away from the Sun, I want you to say "night!" Let's give that a try.</i></p> <p>Begin spinning the globe around slowly, making sure every child can see. Spin the globe around 3-4 times so they can begin seeing (and hearing) the pattern.</p>
<p>Discussion 10 minutes</p>	<p>Have children return to sitting in a circle around the outside of a meeting area.</p> <p><i>Now that we know that Earth has day and night because when Earth spins, the Sun shines on different parts. When it's shining on our part of the Earth, it is daytime. When it is not shining on our part of the Earth, we have nighttime. It takes 24 hours for this process to happen. That is why 1 day is 24 hours.</i></p> <p><i>Scientists always use evidence when they talk about their learning. How did we find out what causes day and night?</i></p> <p>If children are unsure, prompt them to recognize that the demonstration illustrated that day and night is caused by the Earth spinning.</p> <p>Show children the day and night cards.</p> <p><i>Part of being a scientist is noticing patterns. A pattern is something that follows a rule while repeating itself. Did anyone notice a pattern when we were shining the light on the globe to make day and night?</i></p> <p>If children do not have this prior knowledge of patterns, review what patterns are. Sow some examples on the whiteboard or use manipulatives.</p> <p>Show children the day/night spinner. Explain that they follow a day and night pattern each day. Show them the model. Children will draw what they do each day at the provided times. Distribute the materials.</p>
<p>Closing 3 minutes</p>	<p><i>Today, we thought about, "What makes day and night?" We learned that as the Earth spins, the sun shines its light on different parts of the Earth. When the sun is shining, it is daytime. When the sun is not shining on us, it is nighttime. This is a pattern and it's caused by the Earth spinning as the sun shines on Earth.</i></p> <p><i>During the Science Literacy Station, you will continue your</i></p>

	<i>observations and record your ideas to answer the question, “What makes day and night?”</i>
Standards	<p>1-ESS1-1: Use observations of the sun, moon, and stars to describe patterns that can be predicted.</p> <p>S.L.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>
Ongoing assessment	<p>During the demonstration, take note of which students are able to identify the day/night pattern as you spin the globe around. Do they understand that when the sun is shining on the part of the Earth we live in, it is daytime?</p> <p>Use children's responses in science journals to gauge whether or not they understand what causes day and night.</p>

Notes

Day and Night Earth's Rotation



**Supplies:**

- Day and Night spinner
- White cardstock paper
- Scissors
- Hole punch
- Paper fastener
- colored pencils
- Scissors
- Pencil

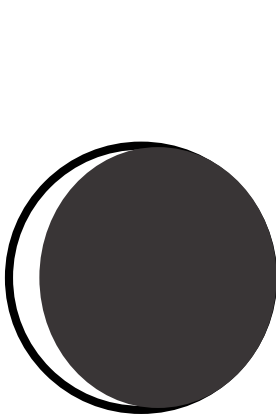
Instructions:

1. Print the wheel and cover on white cardstock paper and cut them out.
2. Students color the cover and draw their daily activities above the times.
3. Use a hole punch to make a hole in the middle of the cover and the wheel (where marked).
4. Attach the wheel and cover together with a paper fastener.

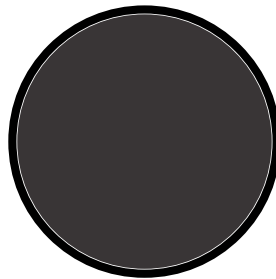
Name _____

PHASES **OF** THE MOON

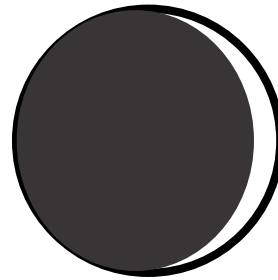
INSTRUCTIONS: COLOR EACH PHASE OF THE MOON



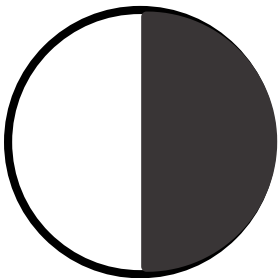
WANING CRESCENT



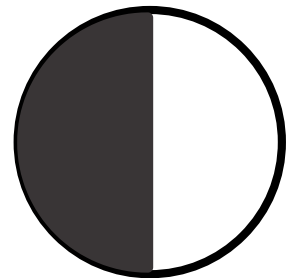
NEW MOON



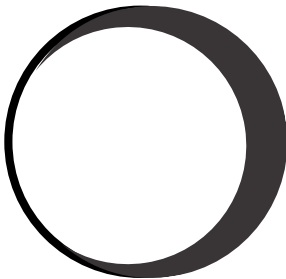
WAXING CRESCENT



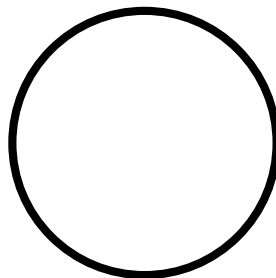
LAST QUARTER



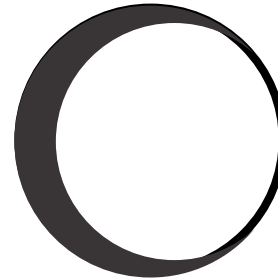
FIRST QUARTER



WANING GIBBOUS








FULL MOON



WAXING GIBBOUS

WEEK 2 Studios

How do we benefit from being part of communities?

Studios are introduced explicitly, with input from children informed by their exploration of materials in Week 1 and connected to the unit topic. In these introductions, suggest specific activities (see following studios descriptions); at other studios, children will continue to explore in more open-ended ways.

Big Idea	People in communities have responsibilities, and carrying out these responsibilities contributes to the good of the community.
Materials and Preparation	<ul style="list-style-type: none"> • Materials Suggestion sheets, several copies for each bin • completed Inventory Sheets and Using Materials sheets, from Week 1, for children's reference • Studios prompts, cut apart and added to each bin • Studios Planner • observation sheets <p>Decide which two studios to introduce during each of the week's three sessions.</p> <p>For continuing exploration, refresh bins with materials from Week 1.</p> <p>For introducing new activities, prepare bins with the following materials.</p> <p>Bring to the whole group meeting only those bins needed for introductions.</p> <p><u>For the Art Studio:</u></p> <ul style="list-style-type: none"> • Crayon Techniques resource Read through the resource and decide which technique to model during the introduction. • construction paper, cut into various sizes • white drawing paper, cut into various sizes • crayons, some with the labels removed, perhaps broken in half

Studios U1 W2


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	<ul style="list-style-type: none"> ● manual sharpener (to sharpen crayons) ● items or surfaces with texture for crayon rubbing (e.g., leaves, shells, netting, sandpaper, wood, screens, etc.) ● rudimentary tools for etching (e.g., cocktail sticks, coffee stirrers, toothpicks, plastic forks, etc.) <p><u>For the Building Studio:</u></p> <ul style="list-style-type: none"> ● Kapla blocks ● clipboards with white paper ● writing tools <p><u>For the Drama Studio:</u></p> <ul style="list-style-type: none"> ● fabric squares ● clothespins ● white paper, cut into quarters ● markers ● any books or other texts with family and community members <p><u>For the Library Studio:</u></p> <ul style="list-style-type: none"> ● Unit 1 books and other texts about families and communities ● sticky notes ● writing tools <p>For introducing the studio, select one book with an illustration that shows how someone benefits from being part of a community, such as <i>Chik Chak Shabbat</i>.</p> <p><u>For the Science and Engineering Studio:</u></p> <ul style="list-style-type: none"> ● materials from Science lessons ● science journals ● colored pencils ● globe (Earth) ● flashlight (Sun) ● small ball (smaller than globe) to represent the Moon <p><u>For the Writing and Drawing Studio:</u></p> <ul style="list-style-type: none"> ● white paper, cut into half sheets, for pages ● colored construction paper, cut into half sheets, for covers ● stapler ● writing and illustrating tools, such as pencils and colored pencils ● unit books and other favorite classroom books, for inspiration
Opening	<p><i>In a community, we can help each other take care of the things we use and the space we work in. This is one benefit of being part of a community—we all have responsibilities, but we don't</i></p>


Studios U1 W2

	<p><i>have to do things all by ourselves. Studios is a time for working together, for sure!</i></p> <p><i>This week we'll look carefully at each studio. Before you begin working, I want to tell you a little more about two studios: _____ and _____. [Name the studios that will be introduced; show the bins or indicate their locations in the classroom.]</i></p> <p>Briefly, according to the descriptions below, show materials and describe activities in the two identified studios. Read the accompanying prompts. Respond to children's questions.</p> <p><i>At the Science and Engineering Studio, you can continue learning about why the moon seems to change shape!</i></p> <p><i>We spent some time making inventories in each of our Studios. You found some interesting materials and thought about how we can best take care of them as we use them all year. You might have ideas about other materials that would be good to have in a particular studio. If you do, please fill out this suggestion sheet.</i></p> <p>Briefly walk through the Materials Suggestions sheet.</p> <p>Hold up the Studios Planner for children to reference.</p> <p><i>All of the studios are open today: these two, plus ... [name all other studios]. Take a moment to think about which studios you might want to start working in today. Think about which studio you'll work in if your first choice is too crowded.</i></p> <p><i>Turn and tell your partner your plan and your backup plan. You might say, "My first plan is to go to the Writing and Drawing Studio. If it's too crowded there, my backup plan is to go to the Art Studio."</i></p> <p>Ask a couple of children to share their plans, and dismiss all children to begin working. Sending them to work in groups or all at once—rather than calling children one at a time to state a choice—maximizes their time in studios. For example:</p> <p><i>If you would like to begin work in the Art Studio, get to work!</i></p> <p>Alternately, to determine and manage how many children might go to a particular studio:</p> <p><i>If you would like to begin work in the Art Studio, raise your hand. Okay, Building? Drama? [etc.]</i></p> <p><i>It seems like the Library will be crowded today. Who can be flexible about their first choice?</i></p>
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	<p>Thank a child who moves her choice in order to leave room for others, and make a note to be sure this child gets her first choice at the next Studios time.</p>
Facilitation	<p>As children work, take observational notes about children’s exploration and use of materials.</p> <p>Which materials are familiar to children? How do they use them?</p> <p>What language do children use in conversation about using materials?</p> <p>How do children choose studios?</p> <p>What special supports might be useful to build positive Studios habits?</p> <p>Children will naturally encounter limits of how many people each studio can accommodate. To the extent possible, allow the children to work this out together and to make suggestions for establishing capacity for each studio, if needed.</p>
Closing Studios	<p>Once or twice during the week, hold a short whole group meeting after Studios to reinforce Studio habits of work. Choose work to share that will help all of the children think about the materials, tools, processes, and possibilities of one Studio at a time.</p> <ul style="list-style-type: none"> • Continue to chart “Studio Agreements,” or rules that the classroom community identifies for how to care for materials, what routines to follow, and how to work collaboratively. • As a group, identify and talk through any challenges that occurred during Studio time. • Invite one child, pair, or small group of children to share what they discovered or created with materials during Studios.


<p>Art</p> 	<p>Introducing the Art Studio, Experimenting with Crayons</p> <p><u>Objective:</u></p> <p>I can experiment with a familiar artistic medium and talk about my discoveries.</p> <p><u>Introduction:</u></p> <p><i>You have explored the Art Studio. What do you already know about using crayons?</i></p> <p>Allow for children’s response.</p> <p><i>I want to show you how this art medium, or material—crayons—might be used in different ways.</i></p> <p>Show the Crayon Techniques resource.</p>
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Studios U1 W2

	<p><i>Here is a resource that can help us as we continue to experiment with this medium; it lists some crayon techniques. Look it over and choose a technique that you would like to try.</i></p> <p><u>Process:</u> Children explore crayon techniques and learn more about the properties of crayons. Allow children to experiment with these new strategies and formulate their own ideas. As children show interest in particular techniques, support them with the tools they may need. Some children may want to write a procedure for class use. Children may also discover and describe some other ways to use crayons.</p> <p>Some helpful definitions and steps:</p> <ul style="list-style-type: none"> ● <i>Sgraffito</i>: layering two or more colors thickly over each other and then etching away the top layer to reveal the color underneath. ● <i>Batik</i> (Resist): using materials that resist each other to create layers of color and design. Depending upon how thick the watercolor/paint is and the color of the drawing beneath, different effects can be created. If using a white crayon and watery paint, the effect is light and delicate. If using a bright crayon with denser black paint, the effect may be more rich and dramatic. <p><u>Facilitation:</u> <i>What is interesting to you about this technique?</i> <i>What else might you try?</i> <i>What other tools could you use?</i> <i>How might this look with different colors? with different paper?</i></p> <p><u>Ongoing Assessment:</u> Use the observation sheet to record what children are working on, what understandings and misconceptions are revealed in their work, and how they are interacting. What have children discovered about this medium? How do they articulate their understanding of line, texture, and color?</p>
<p>Building</p> 	<p>Introducing the Building Studio, Making a Plan</p> <p><u>Content Objective:</u> I can draw and label plans for a building and then follow my plan.</p> <p><u>Introduction:</u></p>

Studios U1 W2

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	<p><i>Many builders make a plan before they build. They first think carefully about an idea, then draw or sketch a plan before building anything. For example, I might want to build a school. First, I have to think about what I want this school to look like. It might include a classroom like ours, a cafeteria, and a playground outside.</i></p> <p>Model thinking aloud about a detailed plan, then drawing the plan. Invite the children to help sound out labels for the parts of the plan.</p> <p><i>When you visit the Building Studio today, you will find paper, clipboards, and writing tools. Before building, first make a plan on paper. If you decide to build with a classmate, you can talk about and create a plan together.</i></p> <p><u>Process:</u> Children decide what to build, and then sketch a plan prior to building. Allow children to approach this written plan in various ways: children may sketch a plan that resembles a blueprint (aerial view), sketch what their structures might look like from the ground, or create a map.</p> <p>Children reference their plans while building with the Kapla blocks. It is not critical that the building looks exactly like the drawing; rather, the building should include elements that can be identified in the plan. After building, children may choose to revise their drawings to reflect what they built.</p> <p><u>Facilitation:</u> <i>Tell me about your building. What inspired you to build this? How does your building match your plan? Are there details in your plan you might add to your structure? Are you working by yourself or with a friend?</i></p> <p><u>Ongoing Assessment:</u> Use the observation sheet to record what children are working on, what understandings and misconceptions are revealed in their work, and how they are interacting. How do children move from 2D to 3D? What challenges do they encounter, and how do they respond to these challenges?</p>
<p>Drama</p> 	<p>Introducing the Drama Studio, Acting out Family Roles</p> <p><u>Content Objective:</u> I can tell and act out stories about community relationships.</p> <p><u>Introduction:</u></p>

Studios U1 W2

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	<p><i>The Drama Studio is a place where you can pretend to be anyone or even anything. Many of you have discovered the fabric and clothespins there.</i></p> <p>Show the Drama basket and pull out a piece of paper and marker. <i>If you visit this studio today, you might act out a story that takes place in a family or other community. You can use a piece of fabric as any kind of costume.</i></p> <p>Model how to use fabric and clothespins to fasten the fabric. <i>You will need to decide with your classmates who will play which character in your story. You can make name tags so everyone remembers who is who.</i></p> <p>With paper and marker, model making a nametag and attaching it with a clothespin.</p> <p><u>Process:</u> Children act out various family and community roles. Naturally, children may default to exploring traditional roles such as “parents” or “baby.” Support these stories, and also encourage them to think broadly about different roles and perspectives.</p> <p><u>Facilitation:</u> <i>Who are the characters or roles in your scene? Do you have a narrator?</i> <i>How can you act as a _____? How might you move your body?</i> <i>What will you say?</i> <i>How will you create your costume?</i></p> <p><u>Ongoing Assessment:</u> Use the observation sheet to record what children are working on, what understandings and misconceptions are revealed in their work, and how they are interacting. What roles do children adopt? What do they know about different family and community roles? How do children relate to each other? Do they assume authority? Follow along? Make or accept suggestions?</p>
<p>Library</p>	<p>Introducing the Library Studio, Flagging Pages</p> <p><u>Content Objective:</u> I can browse books and flag pages that are connected to the topic of community.</p> <p><u>Introduction:</u></p>



We are fortunate to have so many books in our Library Studio! Here are a few of them. How many of you have already found a book you enjoy in the Library?

When you visit the Library Studio, you will now find some sticky notes there. Today, as you are reading or browsing books, you can flag a page when you find something particularly inspiring or interesting related to the topic of community. You might especially look for an example of how people benefit from belonging to communities.

Think aloud while you model selecting and looking at a book, then flagging a page.

Whenever you flag a page, write your name on the sticky note so that other people can come talk to you about that page. Your classmates might also be inspired by a page you choose—maybe it will give them an idea for something to act out in the Drama Studio or something to draw or build about!

Process:

Children browse books independently or together, flagging pages that illustrate ideas about community. Encourage children in other studios to reference books with flagged pages, for inspiration.

Facilitation:

What does this make you think about?

Do you have a question about something you see on this page?

Does this page make you feel inspired to find out more or to do something in another studio?

Ongoing Assessment:

Use the observation sheet to record what children are working on, what understandings and misconceptions are revealed in their work, and how they are interacting.

What kinds of connections do children make to the topic?

How do children understand the concept of benefitting from being part of a community?

How do children handle books?

Science and Engineering

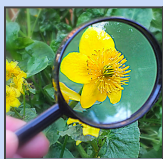
Exploring Why the Moon Changes Shape

Objective:

I can use a model to explore why the Moon seems to change shape.

Introduction:

Reintroduce the globe and flashlight from the week's first lesson and



remind children that the globe represents the Earth and the flashlight represents the Sun. Then introduce the small ball as representing the Moon.

In our first lesson this week, we used the flashlight to represent the Sun and the globe to represent the Earth. We're going to add a third object, a small ball, to represent the Moon. Today, you'll use these tools to explore why the Moon seems to change shape.

Process:

First, find a spot to put your flashlight and the globe. Be sure the flashlight is shining toward the middle of the globe. For this exploration, you'll keep the flashlight and the globe in one spot, and only move the small ball because we want to learn about why the Moon seems to change shape.

Once the flashlight and globe are set up, you may begin moving the small ball (Moon) around the Earth, just like it does in real life. Watch how the Sun hits the Moon in different ways, and pay close attention to what parts of the Moon look like they are lit up when looking from Earth.

As you make observations, be sure to record them in your science journal!

Facilitation:

What have you discovered about why the Moon looks like it's changing shape?

Did anything surprise you?

What more do you want to find out?

Ongoing Assessment:

Observe as children work and review their science journal entries. Make note of emerging understandings, questions, and misconceptions.

Thinking and Feedback Possibilities:

Children will engage in Science Circles during Science and Engineering lessons to extend their thinking and work.

Writing and Drawing

Introducing the Writing and Drawing Studio, Book Making

Content Objective:

I can write and illustrate my own books.

Introduction:



In the Writing and Drawing Studio, we can construct our own small books. I want to show you a new tool that will help us make our books: a stapler. What are staplers used for? What do we need to remember in order to use a stapler safely?

Model making a book with a few pages.

Now we have a small book! The staples hold the pages together.

Our small book is empty! What kinds of things might we write about? Turn to a partner, and share one idea you have for a book. You could say, "My book might be about _____. What about yours?"

Process:

Children construct, write, and illustrate their own small books.

Encourage children to talk to one another about their writing and drawing and to elaborate on their ideas. Encourage children to collaborate in spelling, writing new words, and exchanging ideas about illustrations. Remind children that most books include a title, the author's name, and illustrations that match the text.

Facilitation:

What kind of book are you writing?

How can you show what the book is about on the cover?

Are there parts of your illustration that you would like to label?

Where can you find help to spell that word?

Ongoing Assessment:

Use the observation sheet to record what children are working on, what understandings and misconceptions are revealed in their work, and how they are interacting.

What do children's books communicate about their writing experience?

What do children's books communicate about their life experiences?

What narrative structures do children use?

Standards

Standards addressed will depend upon the studios in which children work. Possibilities include those listed in the Studios Introduction (Part 2: Components) and the following studio-specific standards.

Art:

Visual Arts 1.1. Use a variety of materials and media, for example, crayons, chalk, paint, clay, various kinds of papers, textiles, and

	<p>yarns, and understand how to use them to produce different visual effects</p> <p>Visual Arts 1.4. Learn to take care of materials and tools and to use them safely</p> <p><u>Building:</u></p> <p>L.1.2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p><u>Drama:</u></p> <p>SL.1.1b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SR 1.2. Demonstrate an understanding of thoughts, feelings, behavior and perspectives of oneself and others.</p> <p><u>Library:</u></p> <p>RF.1.1. Demonstrate understanding of the organization and basic features of print.</p> <p><u>Science and Engineering:</u></p> <p>Practice 1. Asking questions and defining problems</p> <p>Practice 2. Developing and using models</p> <p>1-ESS1-1 Use observations of the sun, moon, and stars to describe patterns that can be predicted.</p> <p><u>Writing and Drawing:</u></p> <p>RF.1.1. Demonstrate understanding of the organization and basic features of print.</p> <p>W.1.4. Produce writing in which the development and organization are appropriate to task, purpose, and audience.</p>
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Notes

Names: _____

Materials suggestions for the: _____
name of studio

We could add this material: Write a word and draw a picture	How many?

Names: _____

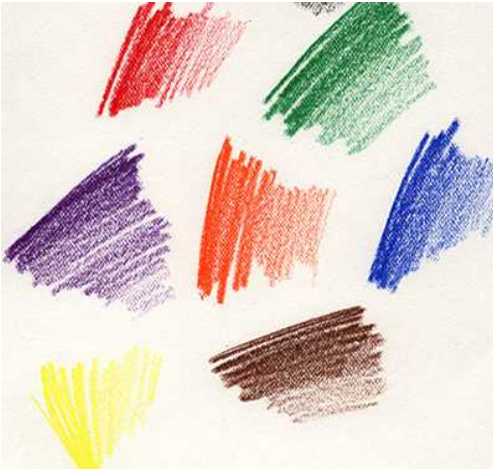
Materials Suggestions for the: _____
name of studio

We could add this material: Write a word and draw a picture	How many?

Crayon Techniques

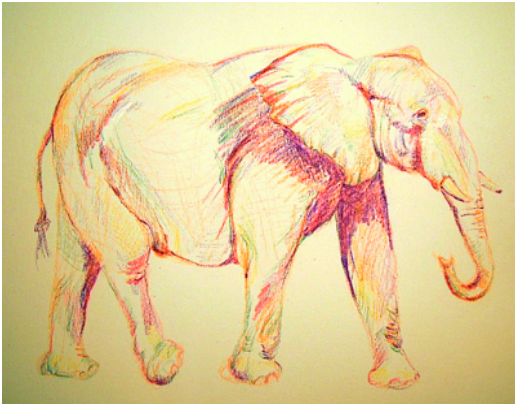
Dark and Light

Press gently and with force.



Shading and Blending

Layer colors next to each other and on top of each other.



Rubbing

Use the side of the crayon (label off) to rub over a textured surface.



Art Studio U1 W2

Sgraffito ("to scratch" in Italian)

Start with a light colored background, then add a dark layer over the top (black). Use a pointed tool to scrape designs through the black.



Resist (Batik)

Start with crayon; paint over with watercolors or watery paint.



Art Studio

What am I finding out about these materials?

How can we work together?

Building Studio

What am I finding out about Kapla blocks?

How can we work together?

Drama Studio

How can I use these materials to tell a story?

How can we work together?

Library Studio

How can I use these materials to let other people know what I found?

How can we work together?

Science and Engineering Studio

What is making this object move?

How do we know?

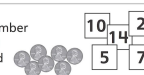
Writing and Drawing Studio

How can I use these materials to make a book?

How can we work together?

Studios Prompts U1 W2

- You need
- o Deck of Number Cards 1–20
 - o Gameboard
 - o 20 pennies



WEEK 2 Day 1



Writing Procedure

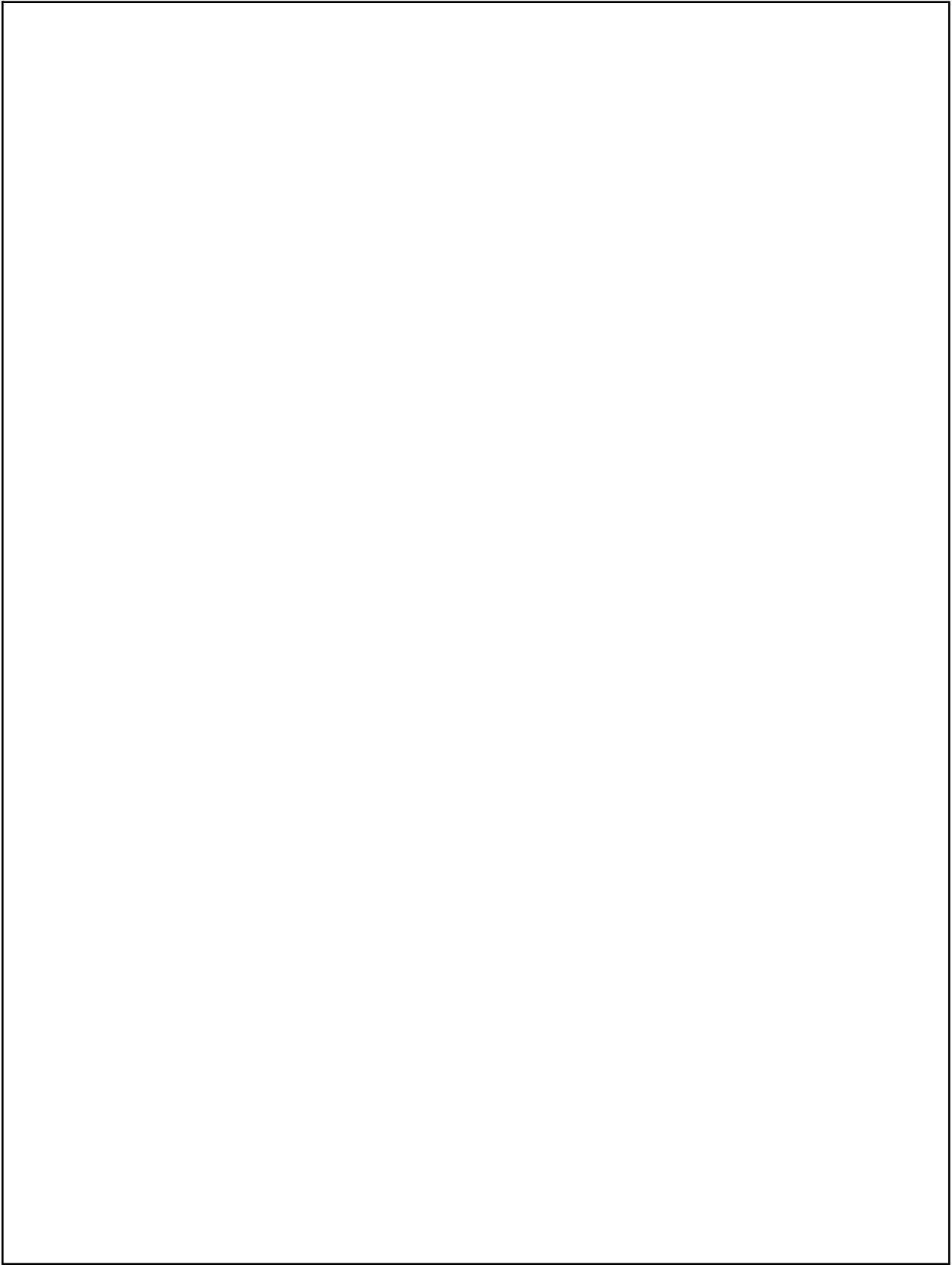
Deconstruction: Procedure Purpose and Stages

Content Objectives	<p>I can identify the main purpose of a text. (R.9.1.b)</p> <p>I can name and identify procedure stages. (W.3.1.b)</p>
Language Objective	I can ask and answer questions to understand procedure stages. (SL.2.1.a)
Vocabulary	<p>communicate: to share ideas with each other</p> <p>purpose: the reason for doing or creating something</p> <p>genre: a type of writing</p> <p>procedure: a genre of writing whose purpose is to give directions to accomplish a goal</p> <p>directions: instructions</p> <p>accomplish: complete successfully</p> <p>goal: aim; objective; what someone wants to accomplish</p> <p>stages: the parts of a piece of writing</p> <p>title: the name of a piece of writing</p> <p>materials: the items needed to complete a procedure</p> <p>steps: the actions taken to complete a procedure</p>
Materials and Preparation	<p>To become familiar with the genre and how it is taught, read Writing: Introduction to Procedure (in the Unit 1 Introduction documents).</p> <ul style="list-style-type: none"> ● “Build It: Numbers to 20,” from Week 1, Day 1 ● “Build It: Numbers to 20” materials: deck of number cards 1-20, gameboard (provided), 20 pennies, recording sheet (provided) Note that the game can also be played online. In that case, the recording sheet is the only necessary physical material. ● Why We Write chart, from Week 1, Day 1 ● Procedure anchor chart images ● chart paper

	<p>Prepare the following Procedure anchor chart. Cut out the mentor text images and glue them to the chart. Note that language images will be added in future lessons.</p> <div data-bbox="493 296 1354 812" data-label="Complex-Block"> <p style="text-align: center;">Procedure</p> <p>Purpose: give directions to accomplish a goal</p> <p>Examples:</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div data-bbox="516 525 764 661" data-label="Image"> </div> <div data-bbox="857 531 992 667" data-label="Image"> </div> <div data-bbox="1156 525 1263 676" data-label="Image"> </div> </div> <p>Stages:</p> </div> <div data-bbox="493 856 1390 968" data-label="List-Group"> <ul style="list-style-type: none"> • “Build It: Numbers to 20,” cut into its three stages: title, materials, and steps • glue stick </div>
<p>Opening 1 minute</p>	<p><i>We have learned that writers communicate in different ways, for different purposes. Texts that share the same purpose, structure, and language belong to the same genre. This year we will learn about many different genres of writing. To learn about these genres, we will read books and other texts to find out how authors write. When we read during Writing time, we will be thinking as readers AND writers.</i></p>
<p>Deconstruction 13 minutes</p>	<p>Show “Build It: Numbers to 20.”</p> <p><i>We looked quickly at this text last week when we talked about writing for different purposes.</i></p> <p>Refer to the Why We Write chart and review children’s responses.</p> <p><i>Let’s play this game together.</i></p> <p>As a class, either projected online or with physical materials, play one round of Build It together.</p> <p><i>Now that we have tried out this game, you might have a different idea about the purpose of this text.</i></p> <p><i>Think, Pair, Share: Why did the authors write “Build It: Numbers to 20”? [to give directions for playing a math game]</i></p> <p>Add any new ideas to the chart.</p>

	<p>Introduce the Procedure anchor chart.</p> <p><i>“Build It: Numbers to 20” is one example of a genre of writing called procedure. As you discovered, authors write procedures to give directions to accomplish a goal. In “Build It: Numbers to 20,” the authors give us directions so that we can accomplish the goal of playing the game and practicing math skills.</i></p>
<p>Deconstruction 15 minutes</p>	<p>Lay out the three pieces of “Build It: Numbers to 20” in the middle of the rug out of order, so that all children can see.</p> <p><i>Here is another version of this procedure. I cut it into three pieces so that we can look at its stages.</i></p> <p><i>Procedures have different stages, or parts. The first stage of a procedure is the title. Which part is the title? How do you know?</i></p> <p><i>The next stage is the goal. The goal is what the writer wants the reader to accomplish by doing the procedure. Sometimes the goal is included in the title. Which part of this procedure is the goal?</i> [included in the title]</p> <p><i>After the goal comes a list of materials, or things needed to complete the procedure. Which part of this procedure lists the materials? How do you know?</i></p> <p>Place the materials section under the title section.</p> <p><i>Next are the steps. The steps tell the reader exactly what to do. Which part lists the steps? How do you know?</i></p> <p>Place the steps section under the materials section.</p> <p><i>What do you notice about the steps?</i></p> <p>Emphasize that the steps are written in order, in a numbered list, with each step beginning on a new line.</p> <p><i>Let’s add these to our Procedure anchor chart.</i></p> <p>Show the Procedure anchor chart.</p> <p><i>This word says “Stages.” Remember, stages means the parts of a piece of writing. Let’s attach this procedure to the chart, in order, and label each stage.</i></p> <p>Add “Build It: Numbers to 20” to the chart and label the stages. See the following example.</p>

	<div><div>Procedure</div><div><p>Purpose: give directions to accomplish a goal</p><p>Examples:</p><div><div><div>Build It: Numbers to 20 Directions</div><div><div>You need</div><ul style="list-style-type: none">Deck of Number Cards 1–20Gameboard20 pennies<div><div>10</div><div>14</div><div>2</div><div>5</div><div>7</div></div></div></div><div></div><div></div></div><p>Stages:</p><div><div><div>title</div><div>goal</div><div>materials</div></div><div><div>Build It: Numbers to 20 Directions</div><div><div>You need</div><ul style="list-style-type: none">Deck of Number Cards 1–20Gameboard20 pennies<div><div>10</div><div>14</div><div>2</div><div>5</div><div>7</div></div></div></div><div><div>steps</div><div><div>Play alone.</div><div><div>1</div><div>Turn over a Number Card.</div><div>7</div></div><div><div>2</div><div>Use pennies to build that number on your gameboard.</div><div><div><div><div>●</div><div>●</div><div>●</div><div>●</div><div>●</div><div>●</div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div></div></div><div><div>3</div><div>Record on the recording sheet.</div><div><div><div><div>NAME</div><div>DATE</div></div><div>Build It: Numbers to 20 Recording Sheet</div><div><div><div>X X X X X</div><div>X X</div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div></div><div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div></div></div></div></div><div>evaluation or final comment (optional)</div></div><div><p><i>Sometimes procedures end with an evaluation or final comment. I’m going to add that to our chart. We won’t draw an arrow to label “Build It: Numbers to 20,” because it does not end with an evaluation or final comment, but we might read other procedures that do.</i></p></div></div></div></div></div></div>
<div><div>Closing</div><div>1 minute</div></div>	<div><p><i>Today we began learning about a genre of writing called procedure! Tomorrow we will begin writing a procedure together.</i></p><p>Note: Leave the Procedure anchor chart posted. You will continue to reference and add to it throughout the unit.</p></div>



Writing U1 W2 D1

NAME

DATE

Build It: Numbers to 20

Gameboard

NAME

DATE

Build It: Numbers to 20

Recording Sheet

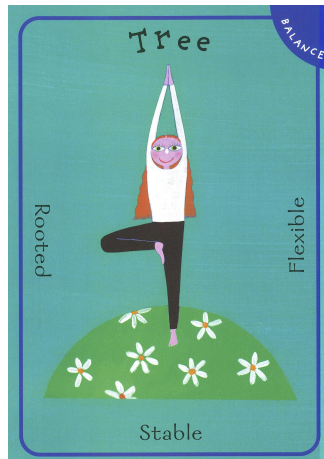
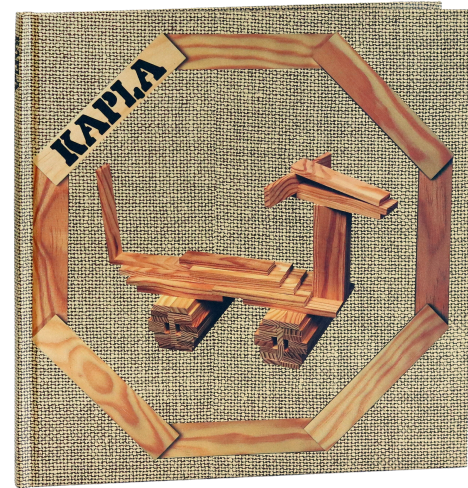
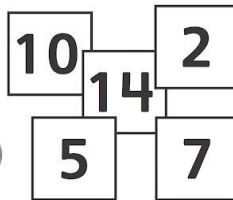
Procedure anchor chart images

mentor texts

Build It: Numbers to 20 Directions

You need

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



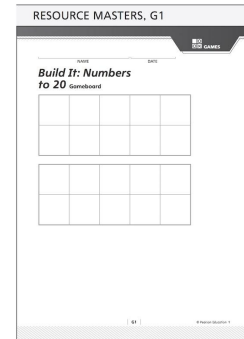
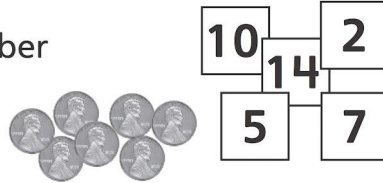
Writing U1 W2 D1

Build It: Numbers to 20

Directions

You need

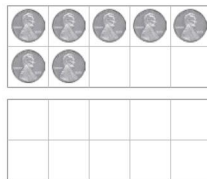
- Deck of Number Cards 1–20
- Gameboard
- 20 pennies



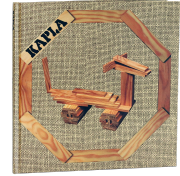
Play alone.

1 Turn over a Number Card. **7**

2 Use pennies to build that number on your gameboard.



3 Record on the recording sheet.



WEEK 2 Day 2

Writing Procedure

Joint Construction

Content Objective	With my class, I can complete a procedure. (W.1.2)
Language Objective	I can discuss each step in a procedure. (SL.1.1)
Vocabulary	<p>procedure: a genre of writing whose purpose is to give directions to accomplish a goal</p> <p>genre: a type of writing</p> <p>purpose: the reason for doing or creating something</p> <p>directions: instructions</p> <p>accomplish: complete successfully</p> <p>goal: aim; objective; what someone wants to accomplish</p> <p>image: a representation of something in the form of a drawing, photograph, etc.</p> <p>steps: the actions taken to complete a procedure</p> <p>materials: the items needed to complete a procedure</p> <p>audience: an individual or group for whom a piece of writing is composed</p>
Materials and Preparation	<ul style="list-style-type: none">● Kapla blocks● <i>Kapla Art Book</i>, volume 4 (beige)● device for taking photos (laptop, iPad, phone, camera)
Opening 1 minute	<p>Gather the children on the perimeter of the rug.</p> <p><i>Yesterday we began learning about procedure, a genre of writing whose purpose is to give directions to accomplish a goal. Next week each of you will write a procedure for your classmates to follow during Studios. Before you write on your own, we will write a procedure together as a class.</i></p>

<p>Joint Construction 28 minutes</p>	<p>Show the Kapla blocks. <i>Last week you began exploring Kapla blocks during Studios. We will use these throughout the year.</i></p> <p>Hold up <i>Kapla Art Book</i>, volume 4. <i>In this book, you can find ideas for things to build. For example, there are short procedures for building animals.</i></p> <p>Show the butterfly. <i>I thought it would be really fun to build this butterfly together! What do you notice about this procedure? Think, Pair, Share.</i></p> <p>Review the routine for Think, Pair, Share, as necessary. After children share with each other, harvest several ideas.</p> <p><i>This procedure looks a little different than the other ones we've looked at. It includes images, just like the Tree card and Build It directions, but there are no words. It also looks like there are only a few steps included, and no materials.</i></p> <p><i>Whenever we write this year, we will write for a particular audience. Second grade students have Kapla blocks, but they don't have this book to show them how to build animals, so I think it would be very helpful if we wrote this procedure to give to them. Second graders will be our audience.</i></p> <p><i>Let's work together to write a procedure that includes all of the steps and materials needed to build this butterfly. Today we'll build it together. As we complete each step, I will take a picture so that we can use the images as we write our procedure. Tomorrow we will review our photos and start adding words.</i></p> <p>Build the butterfly, following the instructions in the book. Discuss as a class what should be done, step by step. Guide the conversation by asking questions, such as <i>What should we do first?</i> <i>What do you think is next?</i> <i>How many blocks should we use?</i> <i>Where should those blocks go?</i></p> <p>Have children take turns adding blocks to the structure. Each time several blocks are added, take a picture.</p>
<p>Closing 1 minute</p>	<p><i>Today we began writing a procedure for building a butterfly with Kapla blocks. Tomorrow we will review our images and begin adding words to our procedure.</i></p>

Standards	<p>W.1.2. Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>
Ongoing assessment	<p>Reflect on the class work.</p> <p>How much support do children need to carry out the procedure?</p> <p>Can they easily determine and articulate the missing steps?</p>

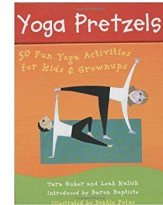
Notes



Writing U1 W2 D2

Unit 1: Building Strong Communities

WEEK 2 Day 3



Writing Procedure

Deconstruction: Verbs
Joint Construction: Steps

Content Objective	With my class I can write the steps in a procedure. (W.1.2, W.1.4)
Language Objective	I can write steps using precise imperative verbs. (L.1.1d)
Vocabulary	<p>genre: a type of writing</p> <p>purpose: the reason for doing or creating something</p> <p>stages: the parts of a piece of writing</p> <p>procedure: a genre of writing whose purpose is to give directions to accomplish a goal</p> <p>steps: the actions taken to complete a procedure</p> <p>verb: a word that expresses a physical action, mental action, or state of being</p> <p>imperative verb: verb that gives directions</p> <p>precise: exact; specific</p>
Materials and Preparation	<ul style="list-style-type: none"> • <i>Yoga Pretzels</i>, Tara Guber and Leah Kalish, Tree card • projector and screen • Procedure Verbs slides • Procedure anchor chart, from Day 1 • Add "Language:" • Procedure anchor chart images: precise imperative verbs card • photos from Day 2, printed • chart paper and tape • pencils • half sheets of paper, one for each step
Opening	<i>When we learn about how different genres work, we learn about</i>

Writing U1 W2 D3

1 minute	<p><i>their purpose—why they are written; their stages, or parts; and their language. Before we begin writing the words for our procedure, we will look at one language feature of procedures.</i></p>
Deconstruction 13 minutes	<p>Show the front of the Tree card. <i>This is another example of a procedure. It comes from a set of yoga cards that we'll use this year, called Yoga Pretzels.</i></p> <p><i>Let's try out the Tree yoga pose together.</i> Turn the card over and go through the pose together.</p> <p>Show slide 1. <i>Let's look closely at the language of this procedure.</i></p> <p>Show slide 2. <i>Today we are going to focus on the steps. Listen to the words I've underlined in each step.</i> Read the underlined words.</p> <p><i>What do you notice about these words?</i> Harvest several responses.</p> <p><i>These words are all verbs. Verbs are words that often show actions. The verbs in procedures are a particular type of verb called imperative verbs. Imperative verbs don't always sound polite. They tell people what to do, like "stand," "tuck," "stretch," "bring."</i></p> <p><i>Most of the steps in this procedure begin with imperative verbs. For example, the first step is "Stand in mountain pose." It doesn't start with anyone's name or say "You stand." It just says "Stand."</i></p> <p><i>Something else special about the verbs in procedures is that they are precise. Precise means to be exact or specific.</i></p> <p>Point to step 2 on the card. <i>Step 2 says, "...tuck one foot inside the opposite leg." The word "tuck" is precise; it tells the reader exactly how to put her or his foot. "Tuck" means to put something inside of something else, like tucking in your shirt, so tucking a foot inside the opposite leg means to put your foot in closely.</i></p> <p><i>If I tuck something, I put them in as far as they can go - like this!</i> <i>When I put my arms side by side - like this, they are not stretched.</i> Demonstrate, or have a child demonstrate, what it looks like to "tuck one foot inside the opposite leg."</p>

If the writer used a verb that was not precise, like “put,” the reader would not know exactly what to do.

Your foot could be like this... or like this...

Demonstrate putting your foot in different positions on your leg.

Precise verbs help the reader know exactly what to do.

Let’s add what we learned about verbs to our Procedure anchor chart.

Add the precise imperative verbs card to the Language section of the Procedure anchor chart. See the following example.

Procedure


Purpose: give directions to accomplish a goal


Examples:


Build It: Numbers to 20 Directions

You need

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







Stages:

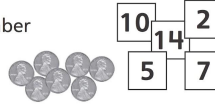
title →
goal →
materials →

Build It: Numbers to 20

Directions

You need

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

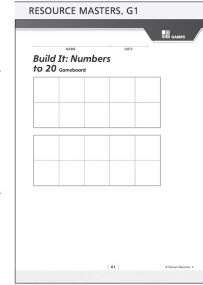
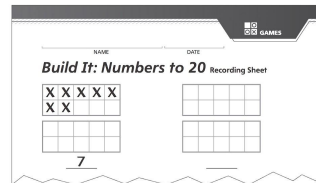


Play alone.

- 1 Turn over a Number Card. **7**
- 2 Use pennies to build that number on your gameboard.



- 3 Record on the recording sheet.



steps →

evaluation or final comment (optional)

Language:

Stretch your arms out like branches.



precise imperative verbs

Joint Construction
15 minutes

Let's use what we know to start writing the words for our procedure. First, let's review our photos and put them in order.
Lay out the photos on the rug and work together to put them in order.
Write numbers on the back of each photo to indicate their order.

Tape the first photo to the chart paper, almost at the top.

Next to our first photo, I am going to write "1," for step one.

Remember, we learned that steps should begin with precise imperative verbs. What could our first step say?

Harvest several children's ideas. Choose a response and write the step together, using shared writing.

Writing U1 W2 D3

	<p><i>Now you will work together in [pairs/trios/small groups] to write the rest of the steps. You will get a half sheet of paper, a pencil, and one of the photos. First you will copy the number from the back of the photo onto the paper. Then write a step that matches this photo, beginning with a precise, imperative verb.</i></p> <p>Assign steps to be written by pairs/trios/small groups (depending on the number of steps left to write). Distribute writing materials, printed photos, and half sheets of paper. Circulate and support children as they write the steps.</p> <p>Note that more time to complete steps will be provided on Day 4.</p>
Closing 1 minute	<p><i>Today we learned that the steps in procedures begin with precise imperative verbs and we started adding words to our steps. Tomorrow we will continue to write the steps together.</i></p>
Standards	<p>W.1.2. Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.4. Produce writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>L.1.1d. Use verbs in sentences to convey a sense of past, present, and future.</p>
Ongoing assessment	<p>Reflect on the whole group and pair/trio/small group work.</p> <p>What do children understand about imperative verbs?</p> <p>What is still confusing?</p> <p>Do children choose precise verbs?</p> <p>Do children begin steps with imperative verbs?</p>

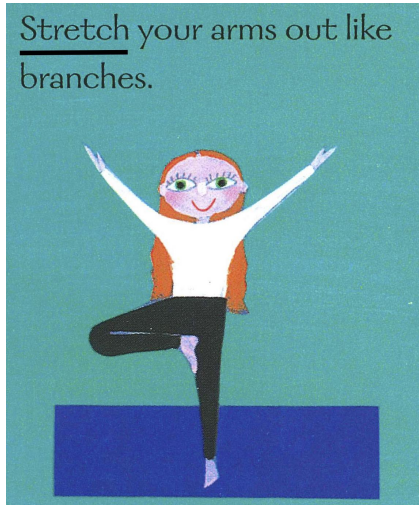
<p>Notes</p>



Writing U1 W2 D3

Procedure anchor chart images

language

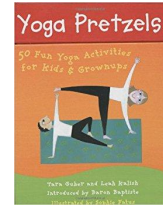


precise imperative **verbs**

Writing U1 W2 D3

Unit 1: Building Strong Communities

WEEK 2 Day 4



Writing Procedure

Deconstruction: Adverbs

Joint Construction: Steps

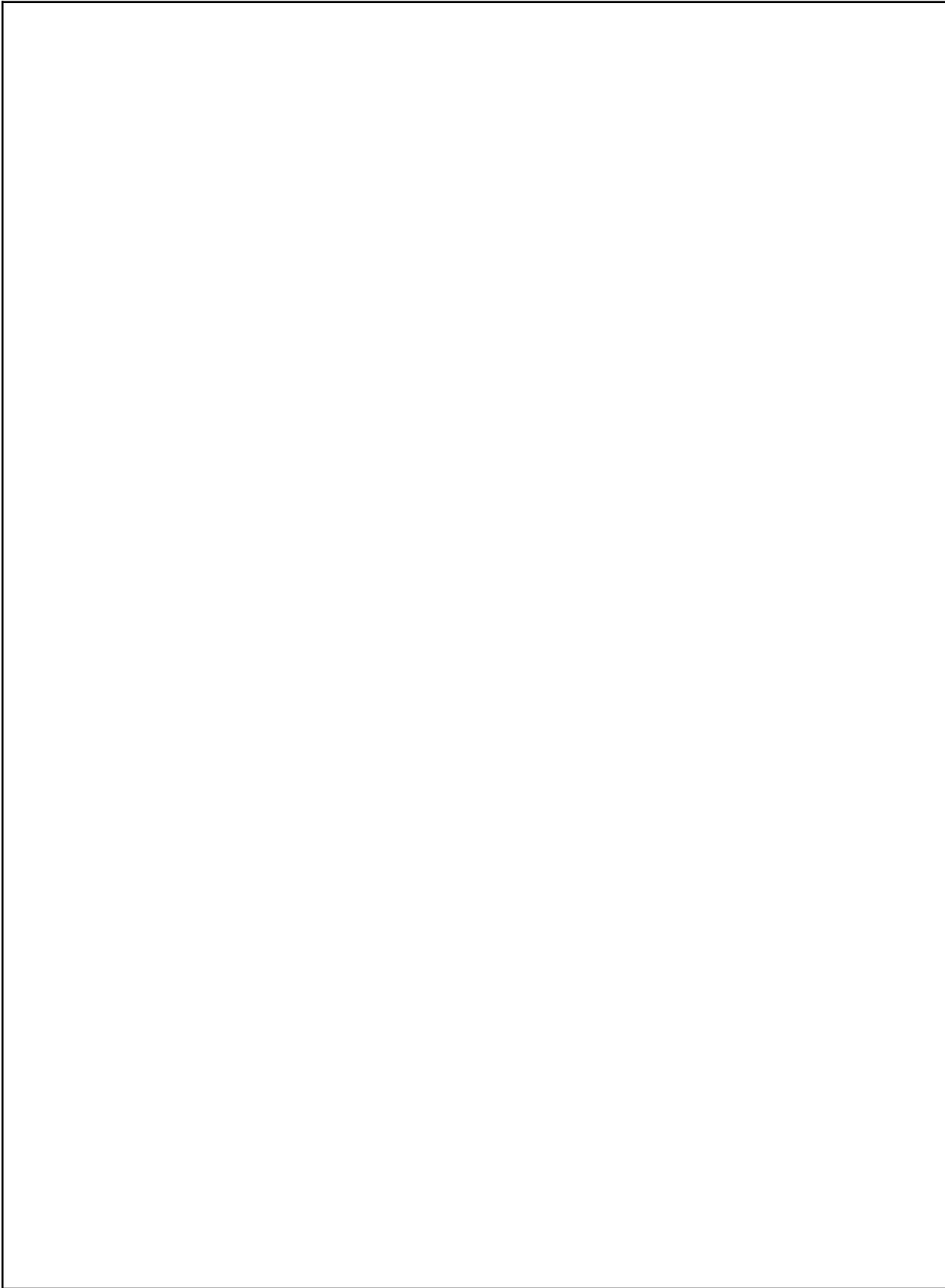
Content Objective	With my class I can write the steps in a procedure. (W.1.2, W.1.4)
Language Objective	With my class, I can add adverbs to make steps more precise. (L.1.1a, L.1.1g)
Vocabulary	<p>precise: exact; specific</p> <p>procedure: a genre of writing whose purpose is to give directions to accomplish a goal</p> <p>imperative verb: verb that gives directions</p> <p>adverb: a word or phrase used to describe a verb</p> <p>steps: the actions taken to complete a procedure</p>
Materials and Preparation	<ul style="list-style-type: none"> • <i>Yoga Pretzels</i>, Tara Guber and Leah Kalish, Triangle card • Procedure anchor chart, from Day 1 • Procedure anchor chart images: adverbs card • jointly constructed procedure, from Day 3 <p>Before the lesson, attach the photos and children's steps to the chart, in order.</p>
Opening 1 minute	<i>Yesterday we learned that it is important to use precise language when writing procedures. When a procedure has precise language, it can be followed successfully. We talked about using precise imperative verbs, and today we are going to look at another type of word that make procedures precise, adverbs.</i>
Deconstruction 10 minutes	<p><i>Let's try out another yoga pose: Triangle.</i></p> <p>For the children's first try at the pose, do not show the illustrations on the card or demonstrate how to do the pose. Read only the following words for each step.</p>

Writing U1 W2 D4

	<ol style="list-style-type: none"> 1. Jump your feet. 2. Turn right foot and left. 3. Tilt and stretch arms. 4. Lower your hand. <p>Show the Triangle card while the children hold their positions. <i>Let's check the card to see if our bodies match what the card shows. What do you think? Why don't our bodies look like the illustration?</i></p> <p><i>OK, let's try it again.</i></p> <p>Do the Triangle pose again, this time reading all of the steps fully.</p> <p><i>What was different about the second time?</i></p> <p><i>The first time we tried this yoga pose, I didn't show you the illustrations, and I left out some of the words. The words that I didn't read the first time were the words that describe where and how to complete each step. These words are called adverbs.</i></p> <p><i>Let's go back to Step 1. The first time, I only said "jump your feet," so it makes sense that you all jumped up. The word that I left out gives more information about how and where to jump. It says "Jump your feet apart." That missing piece, "apart," is the adverb, and it is very helpful in making the procedure more precise.</i></p> <p><i>Let's add this language feature, adverbs, to our Procedure anchor chart.</i></p> <p>Add the adverbs card to the Language section of the Procedure anchor chart.</p>
Joint Construction 18 minutes	<p><i>Let's review the steps we wrote in our procedure yesterday. We'll read each one to make sure it makes sense and to see if we included any adverbs.</i></p> <p>Read the steps one at a time. Ensure that the steps make sense. Then ask questions such as "Where?" and "How?" to elicit words and phrases that provide precise instructions. For example, a step such as "Place two blocks" needs the additional information "on the floor, with the short ends touching" to be precise about where and how the blocks are to be placed. Together with the children, revise each step as necessary.</p> <p>Continue writing any remaining steps to accompany the photos, being sure to begin each with an imperative verb and to include adverbs that answer "Where?" and "How?"</p>
Closing	<p><i>Today we learned that adding adverbs makes steps more precise.</i></p>

1 minute	<i>Tomorrow we will continue writing together.</i>
Standards	<p>W.1.2. Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.4. Produce writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>L.1.1a. Produce and expand simple and compound sentences.</p> <p>L.1.1g. Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.</p>
Ongoing assessment	<p>Reflect on the whole group work.</p> <p>What do the children understand about adverbs?</p> <p>What do they understand about the function of adverbs in procedures?</p> <p>How much support do children need to suggest adverbs that answer “Why?” and “How?”</p>

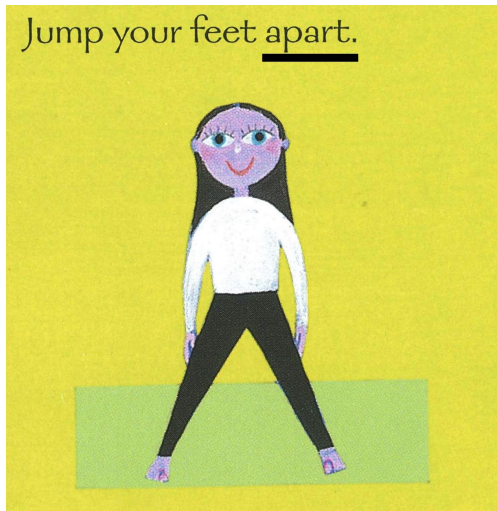
Notes



Writing U1 W2 D4

Procedure anchor chart images

language



adverbs that describe how and where

Writing U1 W2 D4

Unit 1: Building Strong Communities

WEEK 2 Day 5

Writing Procedure

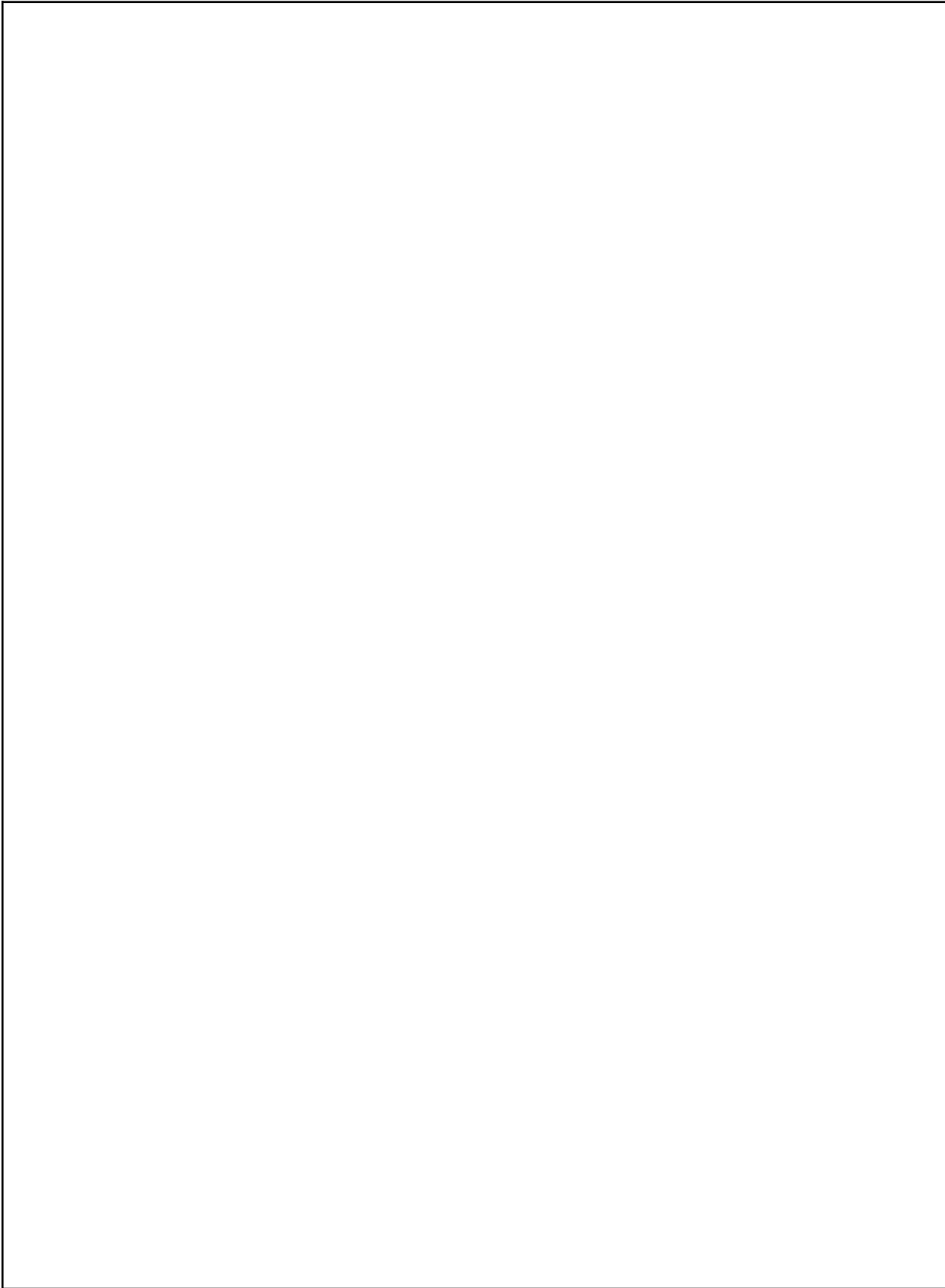
Deconstruction: Adjectives

Joint Construction: Materials

Content Objective	With my class I can write the materials in a procedure. (W.1.2, W.1.4)
Language Objective	With my class, I can add adjectives to materials to make them more precise. (L.1.1a, L.1.1g)
Vocabulary	<p>precise: exact; specific</p> <p>procedure: a genre of writing whose purpose is to give directions to accomplish a goal</p> <p>materials: the items needed to complete a procedure</p> <p>image: a representation of something in the form of a drawing, photograph, etc.</p> <p>adjective: a word or phrase used to describe a person, place, thing, or idea</p>
Materials and Preparation	<ul style="list-style-type: none">• projector and screen• Procedure Adjectives slides• Procedure anchor chart, from Day 1• Procedure anchor chart images: adjectives card• jointly constructed procedure, from Day 3
Opening 1 minute	<i>We've been talking about the importance of using precise language in procedures. Today we are going to learn about one more type of word that is used to write precise procedures.</i>
Deconstruction 8 minutes	<p>Show slide 1.</p> <p><i>These are the materials from "Build It: Numbers to 20." Take a look at this materials list. What do you notice?</i></p> <p>Harvest several children's ideas.</p> <p><i>There are images of the materials, which make it easier to understand what needs to be gathered to complete the procedure.</i></p>

Writing U1 W2 D5

	<p>Show slide 2.</p> <p><i>Let's look closely at the first material on the list. If it just said "cards," we wouldn't know exactly what we needed. Instead, it says "Deck of Number Cards 1-20." That gives us a lot more information. The word "deck" tells us how many cards we need: one deck. "Number Cards 1-20" tells us exactly what kind of cards we need. These words that describe how many and what kind are called adjectives. In procedures adjectives make the materials list more precise.</i></p> <p><i>Let's look at another example.</i></p> <p>Show slide 3.</p> <p><i>These are the materials we [will use/used] during Science, for the Air is There investigation.</i></p> <p>Show slide 4.</p> <p><i>The underlined words here are also adjectives. They give more information about the materials by describing how many and what kind. Instead of just saying "ball," which could mean many different things, it says "cotton ball." Instead of just saying "bag," which could be made of paper, plastic, or fabric, it says "plastic bag." Also, the images show us that we need one of each material.</i></p> <p><i>Let's add this—adjectives—to our Procedure anchor chart.</i></p> <p>Add the adjectives card to the Language section of the Procedure anchor chart.</p>
<p>Joint Construction 20 minutes</p>	<p><i>Let's add materials to our class procedure. For this procedure, we are only using one material—what is it?</i></p> <p>Record the class's response.</p> <ul style="list-style-type: none"> ● If they say "blocks," ask <i>What kind of blocks? [Kapla]</i> ● If they say "Kapla blocks," say <i>Kapla blocks includes an adjective, Kapla, which tells the reader what kind of blocks to gather.</i> <p><i>We need one more adjective here—how many Kapla blocks are needed?</i></p> <p>Add the quantity to the materials list.</p> <p>Use the remaining time to complete the joint construction of the procedure steps, or to have children try out procedures, such as yoga poses, math games, or building with Kapla blocks.</p>
<p>Closing</p>	<p><i>Today we learned that adding adjectives makes materials more</i></p>



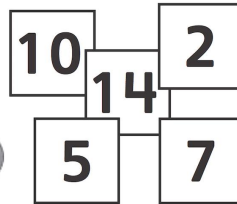
Writing U1 W2 D5

Procedure anchor chart images

language

You need

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



adjectives that describe how many and what kind

Writing U1 W2 D5