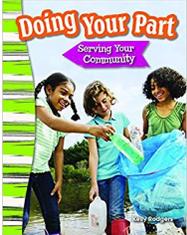
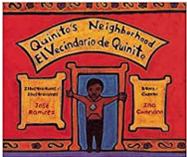
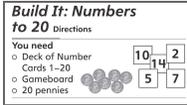
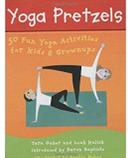


Weekly Question: What roles and responsibilities do we have in our communities?	
<p>Texts</p>  	<p>Vocabulary and Language</p> <p>Day 1: Introduce Weekly Words: citizen, role, common good</p> <p>Day 2: Introduce Weekly Words: public space, law, characteristic</p> <p>Day 3: Proper Nouns</p> <p>Day 4: One Great Sentence</p> <p>Day 5: Carousel Brainstorm</p>
<p>Mentor texts</p> 	<p>Text Talk</p> <p>Day 1: <i>Doing Your Part</i>, pages 6-7 and <i>Communities We Belong To</i> slides</p> <p>Day 2: <i>Quinito's Neighborhood</i>, Read 1</p> <p>Day 3: <i>Quinito's Neighborhood</i>, Read 2</p> <p>Day 4: <i>Doing Your Part</i>, pages 16-17</p> <p>Day 5: <i>Doing Your Part</i>, pages 20-23</p> <p>Stations</p> <p>Shared Reading: "Boston Day"</p> <p>Independent and Partner Reading</p> <p>Listening & Speaking: Talk, Draw, Talk</p> <p>Science Literacy: What does a thermometer tell us about the weather?, What time of day is the air the warmest?</p> <p>Vocabulary: Draw for Meaning with Week 2 words</p> <p>Word Work: Fluent Reader's Challenge, Say It Build It Write It, Trick Word Memory</p>
	<p>Science and Engineering</p> <p>Lesson 1 & 2: Measuring Temperature</p> <p>Studios</p> <p>Continued activities from previous weeks; Thinking and Feedback introduced after the first or second Studios session</p>
	<p>Writing: Procedure</p> <p>Day 1: Deconstruction and Joint Construction: Title and Goal and Joint Construction: Verbs</p> <p>Day 2: Individual Construction</p> <p>Days 3 and 4: Individual Construction; Deconstruction and Revision: Materials with Adjectives, Steps Beginning with Imperative Verbs, Steps with Adverbs</p> <p>Day 5: Peer-to-Peer Feedback</p>

Unit 1: Building Strong Communities

WEEK 3 Days 1 & 2

Vocabulary & Language
Weekly Words

Weekly Question	What roles and responsibilities do we have in our communities?				
Language Objective	I can talk with my classmates about words. (SL.1.1) I can connect words to my own real-life experiences. (L.5.1.c)				
Vocabulary	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">Day 1</td> </tr> <tr> <td> <p>individual: having to do with one unique person</p> <p>role: job or part someone plays</p> <p>common good: something that is good for all people</p> </td> </tr> <tr> <td style="text-align: center;">Day 2</td> </tr> <tr> <td> <p>public space: lands or buildings in a community that can be used by any member of that community</p> <p>law: a rule made by the government of a city, state, or country</p> <p>characteristics: qualities</p> </td> </tr> </table>	Day 1	<p>individual: having to do with one unique person</p> <p>role: job or part someone plays</p> <p>common good: something that is good for all people</p>	Day 2	<p>public space: lands or buildings in a community that can be used by any member of that community</p> <p>law: a rule made by the government of a city, state, or country</p> <p>characteristics: qualities</p>
Day 1					
<p>individual: having to do with one unique person</p> <p>role: job or part someone plays</p> <p>common good: something that is good for all people</p>					
Day 2					
<p>public space: lands or buildings in a community that can be used by any member of that community</p> <p>law: a rule made by the government of a city, state, or country</p> <p>characteristics: qualities</p>					
Materials and Preparation	<ul style="list-style-type: none"> ● Week 3 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 needed. ● Weekly Words routine chart (optional) 				
Opening Day 1	<i>Today, we’ll start a new list of Weekly Words. These words come from the books that we read and the big ideas from our study,</i>				

	<i>Building Strong Communities. Today’s words are citizen, role, and common good.</i>
Day 2	<i>Today we’ll continue learning our words for this week. Today’s words are public space, law, and characteristics.</i>
Discussion Day 1	<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> <hr/> <p>Individual Elaboration: <i>Individual is another way to say “one person.”</i></p> <p>Think, Pair, Share prompt: <i>Why is it important to think about each individual in our class?</i></p> <hr/> <p>Role Elaboration: <i>In our school, all of the adults have roles. My role is to help you learn, and to be a good team member to the other first grade teachers.</i></p> <p>Think, Pair, Share prompt: <i>What are some other roles in our school community?</i></p> <hr/> <p>Common good Elaboration: <i>There are times when we all think about what we want, and sometimes the things we want might not be good for others. If I’m coloring, I might want all the crayons right next to me. But then, no one else could reach them. It’s better for everyone if I put them in the middle of the table. I’ll put them there if I’m thinking about the common good.</i></p> <p>Think, Pair, Share prompt: <i>What is a time that you’ve done something that helped more people than just yourself—something for the the common good?</i></p>
Day 2	<p>Public space Elaboration: <i>Sometimes when you walk through a neighborhood, you see people with fences, and behind the fences are things that they bought for themselves. Public spaces are different. Those are the parts of our neighborhoods that everyone can share.</i></p>

	<p>Think, Pair, Share prompt: <i>Talk about a public space in your neighborhood that you enjoy.</i></p> <hr/> <p>Law Elaboration: <i>In every family, there are different rules. Laws are like rules that everyone has to follow. They tell people what they can and cannot do.</i></p> <p>Think, Pair, Share prompt: <i>Do you know any laws?</i></p> <hr/> <p>Characteristics Elaboration: <i>Each one of us has many things that make us special. [Choose a person known to the children and share two or three characteristics about that person.]</i></p> <p>Think, Pair, Share prompt: <i>What characteristics make someone a good friend?</i></p>
Closing	<p><i>This week, we're talking about people's roles and responsibilities in the communities they belong to. The words we're studying this week will help us to think about that.</i></p>
Standards	<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> <p>L.5.1.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>
Ongoing assessment	<p>How do children interact with new and familiar words? How do children respond when they discover an error in their understanding or use of a word? How flexible are they when confronted with new definitions? How do children talk with peers about new words—do they use gestures, substitute familiar words, dig for descriptions, tell stories?</p> <p>Make notes about children's familiarity with various kinds of words and the connections they make to specific words. Use this information to plan for embedded opportunities for teaching and reinforcing words.</p>

Use of a strategy such as pulling equity (name) sticks supports the participation of all children. Even with this kind of strategy, some children will benefit from extra turns for verbal participation.

Keeping a class vocabulary list will allow for keeping track of children's vocabulary growth over time.

Notes



individual

https://www.freepik.com/free-photo/young-asian-girl-playing-alone_3297313.htm



role

<https://www.leportschools.com/programs/toddler/>



common good

<https://www.families.com/teaching-responsibility-through-gardening>



public space

<https://www.playlsi.com/en/commercial-playground-equipment/playgrounds/mayor-thomas-m-meni-no-park/>

Weekly Words U1 W3

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

Maine Department of Education



law

<https://moneyinc.com/looking-to-expand-your-law-practice-and-your-legal-career-four-specialties-to-watch/>



characteristic

<https://www.thoughtco.com/the-main-animal-characteristics-4086505>

Weekly Words U1 W3

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

WEEK 3 Day 3

Vocabulary & Language
Proper Nouns

Weekly Question	What roles and responsibilities do we have in our communities?
Language Objective	I can identify and use proper nouns. (L.1.1.a)
Vocabulary	<p>individual: having to do with one unique person</p> <p>role: job or part you play</p> <p>neighborhood community: a space bounded by a geographical area where people share space and ideas</p> <p>noun: a person, place, thing, or idea</p> <p>proper noun: a noun that names a specific person, place, or thing</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Weekly Words cards: individual, role ● <i>Quinito’s Neighborhood</i>, Ina Cumpiano, page 10 flagged ● Communities We Belong To slides, slide 4 ● projector and screen ● whiteboard and marker <p>On the whiteboard, write: Her brother, my primo Ruperto, is a dentist. He checks people’s teeth.</p>
Opening	<i>Today we are going to identify and use special nouns that name a specific person, place, or thing. These are called proper nouns.</i>
Discussion	<i>In Quinito’s Neighborhood, we read about different individuals and their roles in the neighborhood. Lots of individuals’ names and roles are nouns.</i>
<i>Quinito’s Neighborhood</i> Page 10	Refer to the sentence on the board. <i>Let’s look closely at this page. The text says, “Her brother, my primo Ruperto, is a dentist. He checks people’s teeth.” Think, Pair, Share.</i>

	<p><i>What nouns—people, places, and things—do you read and hear in these sentences?</i></p> <p><i>That’s right: <u>dentist</u> is a noun, <u>brother</u> is a noun and so is <u>teeth</u>. <u>Primo</u> is the word for “cousin” in Spanish—it is also a noun! Dentist, brother, and primo are people. Teeth is a thing.</i></p> <p><i>Let’s look at these sentences again. The first one tell us another noun that names a specific individual, or person: Ruperto. What do you notice about how “Ruperto” is written? [It is capitalized.] When we read and write about specific people, places, and things, we capitalize the first letter of the word. These are proper nouns. Names of individuals are proper nouns. Your names are proper nouns, too.</i></p>
<p>Communities We Belong To Slide 4</p>	<p><i>This week, when we read Communities We Belong to, we read about some specific places. The names of neighborhood communities in our town are all proper nouns; _____ and _____ for example, are all written with capital letters. They are proper nouns that name specific neighborhoods.</i></p> <p><i>Think of specific people or places in your life. Let’s list some that are proper nouns.</i></p>
<p>Closing</p>	<p><i>Today we learned that very specific people, places, and things are proper nouns and that proper nouns start with a capital letter.</i></p>
<p>Standard</p>	<p>L.1.1.a Use common, proper, and possessive nouns.</p>
<p>Ongoing assessment</p>	<p>During the discussion, listen for evidence that children are understanding nouns.</p> <p>Do they distinguish between common and proper nouns?</p>

Notes

WEEK 3 Day 4

Vocabulary & Language
Proper Nouns

Weekly Question	What roles and responsibilities do we have in our communities?				
Language Objective	I can identify and use proper nouns. (L.1.1.a)				
Vocabulary	<p>noun: a person, place, thing, or idea</p> <p>common noun: any noun that does not specify the particular name of a person, place, or thing</p> <p>proper noun: a noun that names a specific person, place, or thing</p> <p>role: job or part you play</p>				
Materials and Preparation	<ul style="list-style-type: none"> ● Weekly Word card: role ● whiteboard and marker <p>On the whiteboard, make the following chart.</p> <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="border-right: 1px solid black; border-bottom: 1px solid black; padding: 5px;">common noun</th> <th style="border-bottom: 1px solid black; padding: 5px;">proper noun</th> </tr> </thead> <tbody> <tr> <td style="border-right: 1px solid black; padding: 5px; text-align: center;"> book store restaurant teacher school </td> <td style="padding: 5px; text-align: center;"> Quinito’s Neighborhood </td> </tr> </tbody> </table>	common noun	proper noun	book store restaurant teacher school	Quinito’s Neighborhood
common noun	proper noun				
book store restaurant teacher school	Quinito’s Neighborhood				
Opening	<i>Yesterday we learned about proper nouns. Today, we’re going to pair common nouns and proper nouns.</i>				
Discussion	<p><i>A proper noun names a specific person, place, or thing.</i></p> <p>Refer to the chart.</p>				

	<p><i>I've started a chart with two columns. The left column has the heading "common noun." These nouns name a kind of thing without naming a specific one—a book could be any book, for example. The right column has the heading "proper noun." These nouns name a specific one, such as Quinito's Neighborhood. I've added this book to the "proper noun" column, across from "book."</i></p> <p><i>What do you notice about how I've written "Quinito's Neighborhood"? [the words are capitalized]</i></p> <p><i>On this chart, my role—my part in this activity—was to contribute common nouns and give an example. Now your role is to think of proper nouns to match my common nouns.</i></p> <p><i>Can you think of another proper noun that corresponds to the noun "book"?</i></p> <p>Add a child's contribution to the list.</p> <p>Continue inviting children to supply proper nouns for each common noun. Highlight places, people, and things that are part of the school's neighborhood or classroom community.</p>
Closing	<p><i>Now, we've talked about and practiced making sentences with common and proper nouns. Knowing the difference between common nouns and proper nouns and using both kinds helps us understand, talk about, and write about our world.</i></p>
Standard	<p>L.1.1.a Use common, proper, and possessive nouns.</p>
Ongoing assessment	<p>During the discussion, listen for evidence that children are understanding nouns.</p> <p>Do they distinguish between common and proper nouns?</p> <p>In addition, notice how children participate in turn taking. Consider using Equity Sticks or another talk protocol to ensure that all children have opportunities to volunteer ideas.</p> <p>As children supply proper nouns, note the people and places that are personally important to them.</p>
Notes	

WEEK 3 Day 5

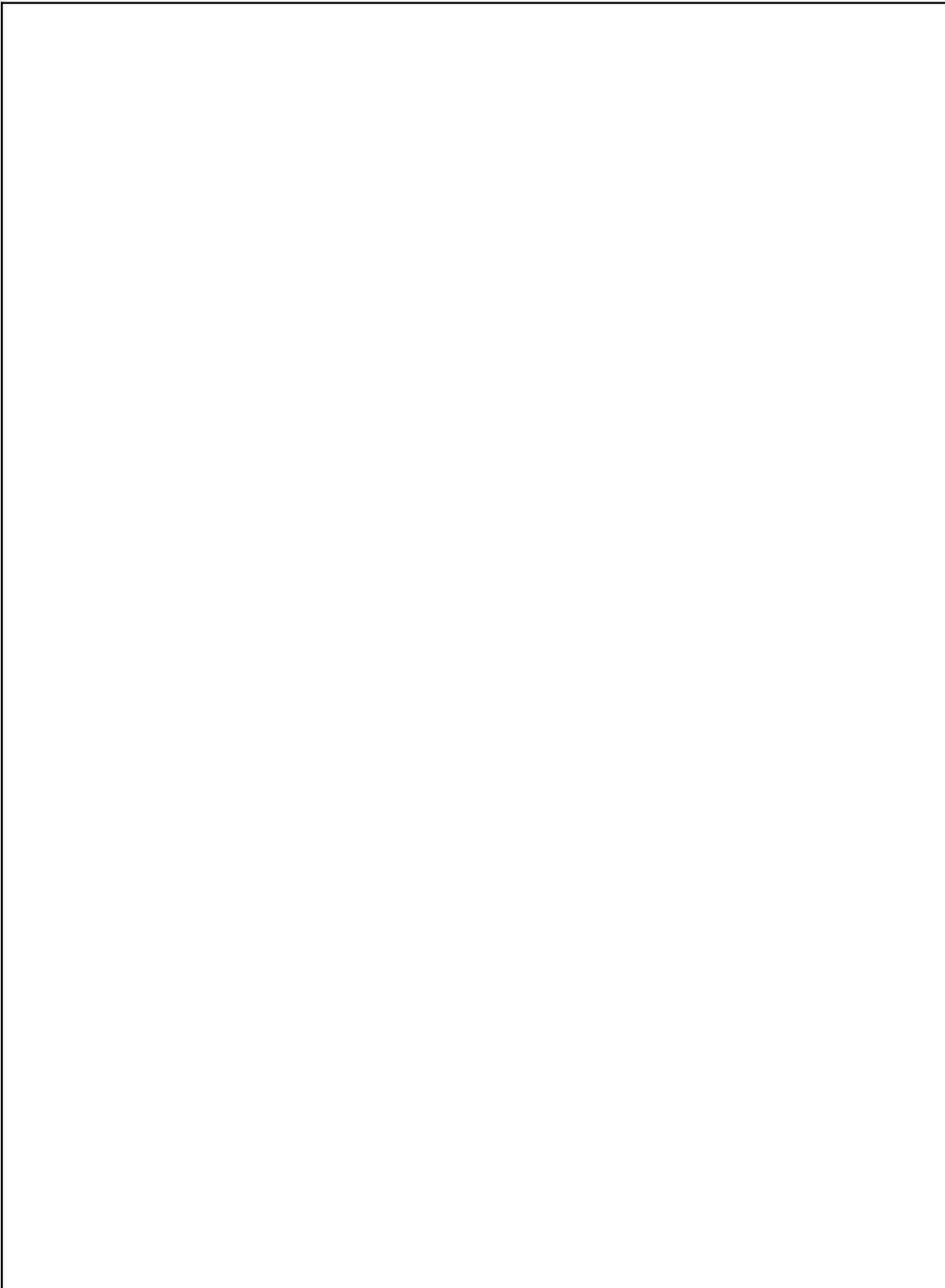
Vocabulary & Language
Carousel Brainstorm

Weekly Question	What roles and responsibilities do we have in our communities?
Language Objective	I can talk with my classmates about important vocabulary from our unit texts and big ideas. (SL.1.1)
Vocabulary	<p>individual: having to do with one unique person</p> <p>role: job or part you play</p> <p>common good: something that is good for all people</p> <p>public space: lands or buildings in a community that can be used by any member of that community</p> <p>law: a rule made by the government of a city, state, or country</p> <p>characteristics: qualities of a person</p>
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; adjust for an appropriate number of rounds. It may be that children work with fewer words as they build familiarity with the routine and the class works out management kinks.</p>
Opening	<i>This week, we'll do our third 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 talk with your group and then draw and write to show what you have learned</i>

	<p><i>about the word. We'll use four of our Weekly Words again this week.</i></p>
<p>Key Activity</p>	<p>Show the vocabulary cards and review definitions for all of the Weekly Words, highlighting those selected for the Carousel Brainstorm. <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. <i>What might I draw or write about the word "law?"</i> Gather a few ideas. Provide clarifications and examples as needed.</p> <p>Review the Carousel Brainstorm routine. <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><i>Remember that before you begin writing and drawing, you'll talk with your group to share ideas. This is a way for you to collaborate in learning our new words and to show what you understand by writing and drawing.</i></p> <p>Direct each group to a particular paper and then begin the timer. 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 word to the next. Each group should interact with all four words, or as many as planned.</p>

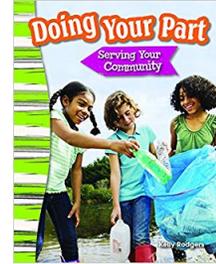
	After the set number of rounds, bring the whole group back together with the papers. Share the work from the papers, highlighting the different ways children have shown their understanding of the words.
Closing	Save a few minutes to talk about the routine itself—what was fun and what was challenging. <i>This routine is a fun way for us to show what we have learned about new words.</i>
Standards	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.
Ongoing assessment	Listen to children’s conversations as they circulate. How do children participate? Review each sheet of chart paper. Do children’s drawings and writing reflect an understanding of the vocabulary words?

Notes



Unit 1: Building Strong Communities

WEEK 3 Day 1



Text Talk
***Doing Your Part*, pages 6-7**
Communities We Belong To (slides)

Big Ideas	<p>People belong to communities. Everyone has a role.</p> <p>People in communities have responsibilities, and carrying out these responsibilities contributes to the good of the community.</p>
Weekly Question	What roles and responsibilities do we have in our communities?
Content Objectives	<p>I can use text features and to find out information about communities. (R.8.1 b, R.4.1.a)</p> <p>I can describe communities and explain what it means to be part of a community. (Civics & Government 2)</p>
Language Objective	Throughout conversation and reading, I can determine the layered meaning of a keyword, community. (L.4)
SEL Objective (Boston)	I can demonstrate awareness of myself as a member of a community. (SA 5.1)
Vocabulary	<p>role: job or part you play</p> <p>responsibility: something you do because people depend on you</p> <p>positively: for the better</p> <p>community: a group of people who share space and ideas</p> <p>citizen: someone who was born in a place or someone who agrees to follow laws and contribute to the community of a place</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Doing Your Part: Serving Your Community</i>, Kelly Rodgers ● Communities We Belong To slides ● projector and screen

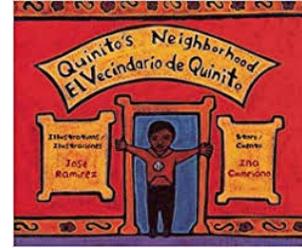
	<p>On the whiteboard, write: What do you share and do as part of your community? Based on the readings today, describe different kinds of communities.</p> <p>Prepare the following Weekly Question Chart.</p> <div style="border: 1px solid black; padding: 10px; text-align: center; margin: 20px auto; width: fit-content;"> <p>How do we build strong communities? What roles and responsibilities do we have in our communities?</p> </div>
<p>Opening 2 minutes</p>	<p><i>Today we will begin reading a book called Doing Your Part: Serving Your Community, by Kelly Rodgers. This book talks about communities and the roles and responsibilities people have in communities.</i></p> <p><i>This book is different from others we have been reading. It is a report, which is a type of informational text. A report is written to organize information about a topic.</i></p> <p>Show the Table of Contents. <i>The information in this book is organized into subtopics that give more specific information about the main topic of the book. Today we will read about one subtopic: "Community." Then we will look at some slides that tell us more information about communities.</i></p> <p>Set a purpose for reading. <i>As we read today, we will look at important text features that help us understand the meaning of community. We will also describe different communities, including communities we belong to.</i></p>
<p>Text and Discussion 11 minutes</p>	<p>Use the heading as a clue to the section's topic. <i>The heading of this section is called "Community." We have talked about community in books like Chik Chak Shabbat and Last Stop on Market Street.</i></p>

page 6	<i>We know that this section will also be about community!</i>
page 6, paragraph 1	Check for understanding. <i>This paragraph focuses on places. What are some community places mentioned in the text?</i>
page 6, paragraph 2	<i>This paragraph tells us that different individuals make up a community. That reminds me of All Are Welcome! What did you learn about communities in this paragraph?</i>
page 6	<p><i>One meaning of a good citizen is someone who contributes positively to their community. Later in this unit, we will learn more definitions of the word citizen.</i></p> <p><i>What are some key details in the text about communities?</i></p> <p><i>There is something else that is important on this page. There is a photograph with a caption. Captions are words that describe an image. These important text features—the photograph and the caption—give us more information. Look carefully at this photo. What do you think is going on?</i></p> <p><i>Let’s read the caption. What new information do we learn?</i></p>
page 7	<p><i>This page also has photos. Here, the photos take up most of the page. Each photo also has a label. Let’s read and look at this page closely.</i></p> <p><i>Think, Pair, Share. What do you see? How do the words in the center and the photos with labels clarify what we are learning about communities?</i></p>
Slides and Key Discussion 10 minutes	<p><i>Now, let’s look at some slides that help us think about different communities we might be a part of.</i></p> <p>Read the slides. Offer students the opportunity to ask and answer questions, or share comments on the slides as you go.</p> <p>Think, Pair, Share.</p> <p>Prompt 1: <i>What communities do you belong to? What do you share and do as part of that community?</i></p> <p>Prompt 2: <i>Based on the readings today, describe different kinds of communities.</i> <i>Who makes up communities?</i></p>

	<p><i>Where are communities located? What’s important about communities?</i></p>
<p>Closing 1 minute</p>	<p><i>Today we read a section of a book and looked at some slides to begin to understand what communities are and to consider what different communities we might belong to.</i></p>
<p>Weekly Question Chart 1 minute</p>	<p>Refer to the Weekly Question Chart.</p> <p><i>This week we are exploring the question: What roles and responsibilities do we have in our community? Roles are things like jobs. Roles can also be roles—like a grandmother or aunt—in a family. Responsibilities are things that we do because people in our community depend on us.</i></p> <p><i>In Doing Our Part, we read that “When we help our communities, we are being good citizens.” Being good citizens means we take our responsibilities seriously. Let’s record this idea on our chart: Being good citizens means we take our responsibilities seriously.</i></p> <p>Refer to a classroom example of taking a specific responsibility seriously, such as keeping work spaces organized.</p> <p><i>We can add more to our chart during the week.</i></p>
<p>Standards</p>	<p>R.4.1.a Ask and answer questions about who, what, when, where, and how.</p> <p>R.8.1 b Determine and use text features (e.g., headings, bold print, indexes, graphics, tables of contents, glossaries, links, icons) that help locate key facts or information in a text.</p> <p>L.4 Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.</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> <p>(Boston) SEL SA 5.1 Demonstrate awareness of self as a member of a family, culture, and community. Identify systems of support.</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during whole group and Think, Pair, Share.</p> <p>Are children demonstrating understanding of what community is and what communities are?</p> <p>Are they able to answer questions about the text using evidence?</p>

Unit 1: Building Strong Communities

WEEK 3 Day 2



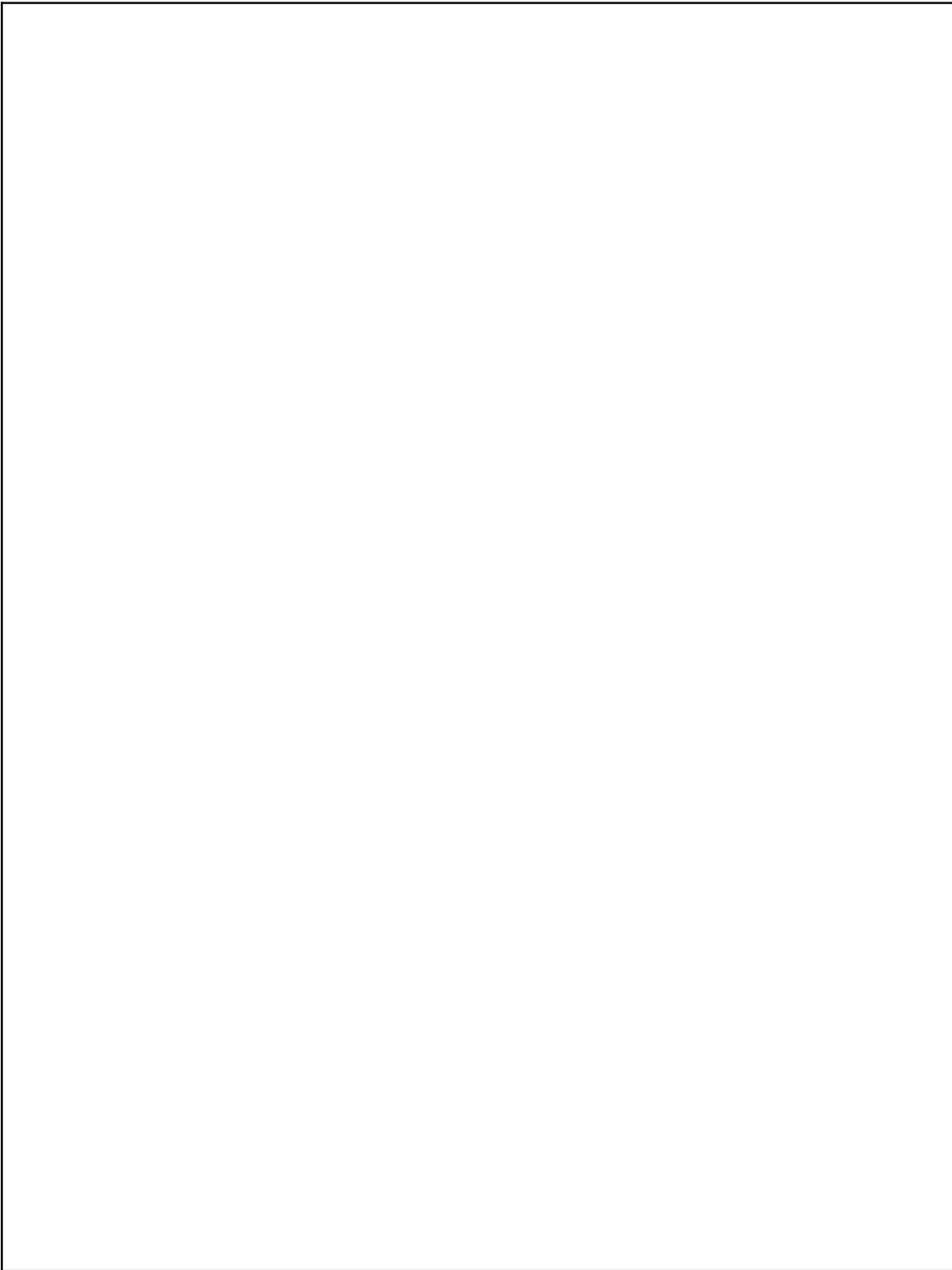
Text Talk
Quinito's Neighborhood
 Read 1 of 2

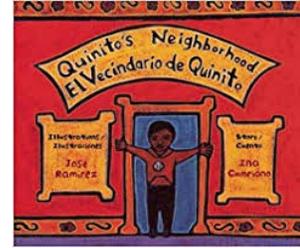
Big Ideas	<p>People belong to communities. Everyone has a role.</p> <p>People in communities have responsibilities, and carrying out these responsibilities contributes to the good of the community.</p>
Weekly Question	What roles and responsibilities do we have in our communities?
Content Objectives	<p>Using key details, I can describe connections between places and people in Quinito's neighborhood. (R.4.1.a)</p> <p>I can describe different roles and responsibilities people have in a neighborhood community. (Civics & Government 1, Civics & Government 2)</p>
Language Objective	I can use context to determine meanings of words or phrases in English and Spanish. (L.4.1.a)
Vocabulary	<p>muralist: a painter who makes large scale art on walls</p> <p>neighborhood community: a space bounded by a geographical area where people share space and ideas</p> <p>role: job or part you play</p> <p>responsibility: duty</p>
Materials and Preparation	<ul style="list-style-type: none"> <i>Quinito's Neighborhood</i>, Ina Cumpiano <p>On the whiteboard, write:</p> <p>What are some instances in which places and people are connected in Quinito's neighborhood?</p> <p>What different roles and responsibilities do people in a neighborhood community have?</p>

<p>Opening 2 minutes</p>	<p><i>Today we will read Quinito’s Neighborhood/El Vecindario de Quinito by Ina Cumpiano. This story is written in a combination of Spanish and English. This makes me think that both languages are important to the author. Thumbs up if you have read a book before with two languages. Why was this important?</i></p> <p>Elicit 2-3 responses.</p> <p>Set a purpose for reading. <i>As we read today, we will identify key details from the text that tell us about the different family roles and the different job roles people play in Quinito’s neighborhood. We will think about how the people are connected in Quinito’s neighborhood. Then, we will discuss more generally the roles and responsibilities members of a neighborhood community have.</i></p>
<p>Text and Discussion 12 minutes page 3</p>	<p>Check for understanding of key details. <i>Who are mami and papi?</i></p> <p><i>Yes—they are members of Quinito’s family. They also have important jobs.</i></p>
<p>page 5</p>	<p><i>I am noticing that Abuela and Abuelo are connected in more than one way. They are members of a family. Their work also brings them together. How does their work bring them together?</i></p> <p>Elicit a few responses.</p>
<p>page 6-7</p>	<p><i>A muralist is someone who paints large pictures on a wall. Why is the job of a muralist important in a community?</i></p>
<p>page 10-11</p>	<p><i>The details in the book tell me about different family relationships. Let’s list some of the family relationships we are noticing.</i></p> <p>Make a list on the board with the group.</p> <p>Finish reading the book.</p>
<p>Key Discussion 10 minutes</p>	<p>Think, Pair, Share.</p> <p>Prompt 1: <i>Guillermo, Isabel, and Doña Estrella are all connected. Guillermo is marrying Isabel. That is a family connection. Doña Estrella is connected to them because she is making Isabel’s dress. That is a connection because Isabel is buying goods from Doña Estrella. What are some other instances in which places and people are connected in Quinito’s neighborhood? Describe those connections.</i></p> <p>Prompt 2:</p>

	<i>Based on the book and what we have learned so far in this unit, what different roles and responsibilities do people in a neighborhood community have? Why are these roles important?</i>
Closing 1 minute	<i>Today we read Quinto’s Neighborhood in order to describe how the people and places in the neighborhood are connected. Then we discussed roles and responsibilities in neighborhood communities in general. Tomorrow, we’ll think about the roles and people in communities we belong to.</i>
Standards	<p>R.4.1.a Ask and answer questions about who, what, when, where, and how.</p> <p>L.4.1.a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>Civics & Government 1: Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of State government.</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 and Share.</p> <p>Are children able to tell key details in the book and describe how people and places are connected?</p> <p>Are children able to articulate important roles and jobs in the neighborhood community and why these are important?</p>

Notes





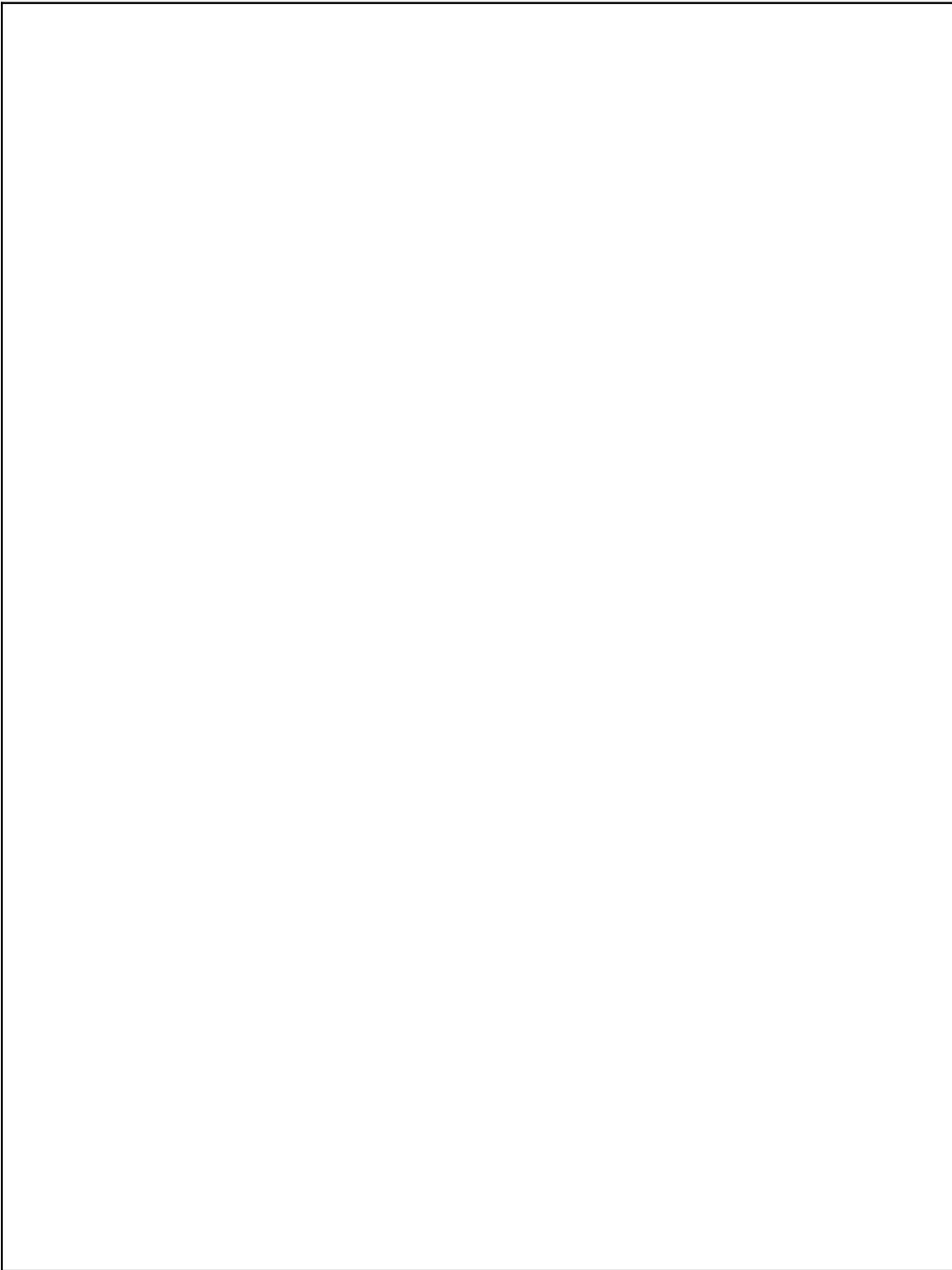
Text Talk
Quinito's Neighborhood
 Read 2 of 2

Big Ideas	<p>People belong to communities. Everyone has a role.</p> <p>People in communities have responsibilities, and carrying out these responsibilities contributes to the good of the community.</p>
Weekly Question	What roles and responsibilities do we have in our communities?
Content Objective	I can use key details from the illustrations and words to explain how people in a community share a common goal. (R.11.1.a, R.11.1.b, Civics & Government 2)
Language Objective	I can add drawings to help me express my ideas about community roles. (SL.3.1.b)
Vocabulary	<p>muralist: a painter who makes large scale works on walls</p> <p>neighborhood community: a space bounded by a geographical area where people share space and ideas</p> <p>role: job or part you play</p> <p>responsibility: a duty or task that you are expected to do</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Quinito's Neighborhood</i>, Ina Cumpiano ● drawing and writing paper ● drawing and writing tools <p>On the whiteboard, write: Do you think the characters who are connected share a common goal? What might that be? Why do you think so?</p>

<p>Opening 1 minute</p>	<p>Set a purpose. <i>Today we will read Quinito’s Neighborhood again. This time we will look closely at some illustrations and words in order to understand how different people in the neighborhood community contribute to a common goal. Then, we will have time to think about the roles we play in communities we belong to.</i></p>
<p>Key Discussion 9 minutes pages 12-15</p>	<p>Read the text through.</p> <p>Return to pages 12-15 in order to examine the illustrations and words.</p> <p>Check for understanding. <i>What do Rafi and Luis Manuel do?</i></p> <p>Use the illustrations to deepen understanding. <i>What is happening in these pictures? Who is connected in the neighborhood because of the bread that is made?</i></p> <p>Think, Pair, Share. <i>How do the characters who are connected share a common goal? Why do you think so?</i></p>
<p>Reading Response 10 minutes</p>	<p>Children will draw and write about a character, her/his role, and how that character shares a common goal with others in the community.</p> <p><i>Choose one character in Quinito’s Neighborhood that plays a role in the community. Think, Pair, Share. What is the role? How does that character share a common goal with others?</i></p> <p><i>Now you will have time to draw and write about the character you chose. Through your drawings and words, identify and illustrate the role, some roles others play, and how characters are connected by a common goal.</i></p> <p>Send children to draw and write. Circulate to support decisions that are grounded in the text and in unit concept development. Select 2-3 children to share and explain their work. The work of these children should be relevant to the group.</p>
<p>Closing 5 minutes</p>	<p>Call the children back to the group meeting area. <i>Let’s share some of the drawing and writing you did.</i></p> <p>Invite the 2 selected children to present their work. Allow time for a few questions and answers about the work presented.</p>

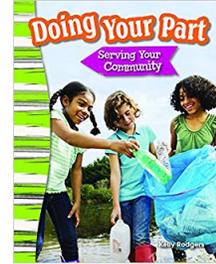
	<p><i>Just like the characters in Quinito’s Neighborhood, we also play important roles in our communities.</i></p> <p><i>Think, Pair, Share. What is a role you play in your community? How do you contribute to a common goal?</i></p>
<p>Standards</p>	<p>R.11.1.a Use illustrations and words in a text to describe its characters, setting, or events.</p> <p>R.11.1.b Compare and contrast the experiences of characters in various texts.</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> <p>SL.3.1.b Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during the whole group time and Think, Pair, Share and review their reading responses.</p> <p>Are children able to describe key details in the words and illustrations?</p> <p>Are children demonstrating understanding of how community members share a common goal?</p> <p>How are children responding in drawing and writing to the prompt given? Do they demonstrate understanding of unit content?</p>

Notes



Unit 1: Building Strong Communities

WEEK 3 Day 4



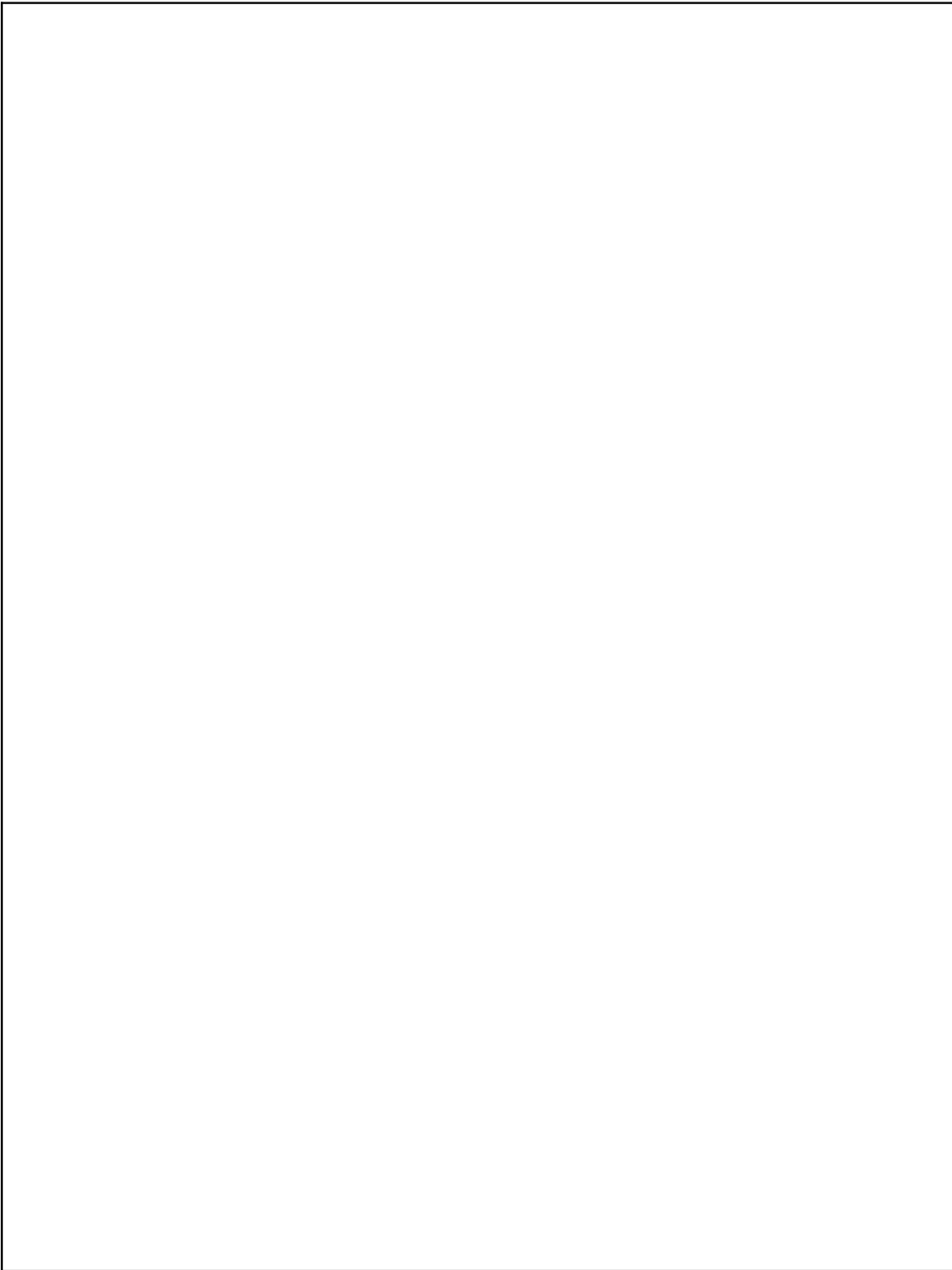
Text Talk
Doing Your Part
 pages 16 and 17

Big Ideas	<p>People belong to communities. Everyone has a role.</p> <p>People in communities have responsibilities, and carrying out these responsibilities contributes to the good of the community.</p>
Weekly Question	What roles and responsibilities do we have in our communities?
Content Objectives	<p>I can use text features and key details to explain ways to take care of public places and why that is important. (R.8.1 b, R.11.1.c, R.11.1.d)</p> <p>I can explain what it means to be part of a community where individuals have responsibilities. (Civics & Government 1)</p>
Language Objective	Using text details and features, I can answer questions about taking care of public places. (SL.2.1.a)
Vocabulary	<p>public: free to everyone</p> <p>breaking the law: doing something the community decides is not legal</p> <p>pitch in: help out</p> <p>habitat: natural area where plants and animals live together</p> <p>responsibility: something you do because people depend on you</p>
Materials and Preparation	<ul style="list-style-type: none"> <i>Doing Your Part: Serving Your Community</i>, Kelly Rodgers <p>On the whiteboard, write: What are different ways that people can help keep public places clean? Why is this important?</p>

<p>Opening 1 minute</p>	<p><i>Today we will read another section of Doing Your Part by Kelly Rodgers. The section we will read is called “Keep It Clean.” Then we will talk about other responsibilities we might have.</i></p> <p>Set a purpose for reading. <i>As we read today, we will look at important text features and details that help us figure out what the section is about. Then we’ll discuss what we’ve learned from this part of the book.</i></p>
<p>Text and Discussion 9 minutes page 16</p>	<p>Use the heading as a clue to the section’s topic. <i>The heading of this section is called “Keep It Clean.” The heading usually gives us an important clue about what the section is about. From reading this heading alone, what will this section be mostly about?</i></p> <p><i>This section heading doesn’t tell us exactly what the section is about. It’s hard to guess what “It” is!</i></p> <p><i>We’ll have to read more.</i></p>
<p>page 16</p>	<p>Check for understanding. <i>What are public places? Can you give an example?</i></p>
<p>page 16</p>	<p><i>Why is it important to keep public places clean and safe?</i></p>
<p>page 17</p>	<p><i>To pitch in means to help out. Think, Pair, Share. How can you pitch in to keep public spaces clean?</i></p> <p><i>When we pitch in to keep public spaces clean, we are taking responsibility to care for places that we share with others.</i></p>
<p>Key Discussion 9 minutes page 17</p>	<p><i>Let’s look closely at the photographs and captions now. These important text features give us more information.</i></p> <p><i>What do you see in the first photo?</i></p> <p><i>What do you see in the second?</i></p> <p><i>Let’s read the captions. What new information do we learn?</i></p> <p><i>This section also has a paragraph of text that is set aside in a box. Let’s read the text box called Helping Habitats.</i></p> <p><i>Think, Pair, Share. Based on the photos, captions, and text box, what are different ways that people can help keep public places clean? Why is this important?</i></p>

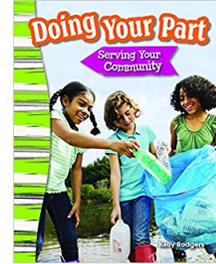
<p>Extension 5 minutes</p>	<p><i>We have just read about how we can help, or take responsibility for, keeping public spaces clean. Now, let's think about other responsibilities we can have.</i></p> <p><i>What's one way you can take responsibility in our classroom community?</i></p> <p><i>Let's list the important responsibilities in our classroom. Let's add anything that came up in today's reading and discussion.</i></p>
<p>Closing 1 minute</p>	<p><i>Today, we used text features to draw out key details about taking care of public spaces. We also thought about other ways that we can help by taking responsibilities in our classroom community.</i></p>
<p>Standards</p>	<p>R.8.1 b Determine and use text features (e.g., headings, bold print, indexes, graphics, tables of contents, glossaries, links, icons) that help locate key facts or information in a text.</p> <p>R.11.1.c Use the illustrations and details in a text to describe its central idea.</p> <p>R.11.1.d Compare and contrast two texts on the same topic.</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 1: Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of State government.</p>
<p>Ongoing assessment</p>	<p>Notice children's descriptions of how to keep public spaces clean. Note how children are able to connect this kind of responsibility to the community with their own responsibilities in the classroom community.</p>

Notes



Unit 1: Building Strong Communities

WEEK 3 Day 5



Text Talk
Doing Your Part
pages 20-23

Big Ideas	People belong to communities. Everyone has a role. People in communities have responsibilities, and carrying out these responsibilities contributes to the good of the community.
Weekly Question	What roles and responsibilities do we have in our communities?
Content Objective	I can answer questions about text features and key details in order to explain why caring for others is important. (R.4.1.a, R.8.1 b)
Language Objective	In partners and in the whole group, I can explain what it means to be part of a community where individuals have responsibilities. (Civics & Government 1, SL.1.1)
Vocabulary	elderly: older members of the community lonely: not having anyone with you and wishing you did; feeling all alone the past: a long time ago protection: keeping others safe needs: urgent wishes wild: in a natural habitat, not domesticated survive: keep living shelter: places that provide food and protection for people or animals that need help donate: give adopt: give a home and care to

<p>Materials and Preparation</p>	<ul style="list-style-type: none"> • <i>Doing Your Part: Serving Your Community</i>, Kelly Rodgers • classroom agreements <p>On the whiteboard, write: What are different ways that people can care for the elderly and pets? Why is this important?</p> <p>Set aside five minutes at the end of the lesson to synthesize learning on the Weekly Question Chart.</p>
<p>Opening 1 minute</p>	<p><i>Today we will read another section of <i>Doing Your Part</i> by Kelly Rodgers. The section we will read is called “Care for Others.”</i></p> <p>Set a purpose for reading. <i>As we read today, we will use important text features and details to help us explain different ways of caring for others and why that matters.</i></p>
<p>Text and Discussion 10 minutes pages 20-21</p>	<p>Use the heading as a clue to the section’s topic. <i>The heading of this section is called “Care for Others.” The heading usually gives us an important clue about what the section is about. From reading this heading alone, and using what we know, what will this section be mostly about?</i></p> <p><i>This section heading doesn’t tell us exactly what the section is about because it’s hard to guess who “Others” are.</i></p> <p><i>We’ll have to read more.</i></p>
<p>page 21, paragraph 1</p>	<p>Check for understanding. <i>Who are the elderly? Why might they need help?</i></p>
<p>page 21, paragraph 2</p>	<p><i>Lonely means feeling all alone. Thumbs up if you ever feel lonely.</i></p> <p><i>The past refers to a long time ago. Why is it helpful to learn about the past?</i></p>
<p>pages 20-21</p>	<p><i>Let’s look closely at the photographs and read the captions on these pages. What do you notice?</i></p> <p><i>I am remembering CJ in Last Stop on Market Street and thinking about how he affected others and was affected by others on the bus and at the soup kitchen.</i></p> <p><i>Think, Pair, Share. Based on the text, how can we make positive change by visiting the elderly?</i></p>

<p>page 22, paragraph 1</p>	<p>Protection is keeping others safe. Survive means to keep living.</p> <p>Check for understanding. <i>What do we learn about pets here? What kind of help do they need?</i></p>
<p>page 22, paragraph 2</p>	<p>Check for understanding. <i>What can you do at an animal shelter?</i></p>
<p>Key Discussion 8 minutes</p> <p>page 22-23</p>	<p><i>Let’s look closely at the photographs and captions now. These important text features give us more information.</i></p> <p><i>What do you see in the first photo?</i></p> <p><i>What do you see in the second?</i></p> <p><i>Let’s read the captions. What new information do we learn?</i></p> <p><i>This section also has a paragraph of text that is set aside in a box. Let’s read the text box called Animal Rights.</i></p> <p><i>Think, Pair, Share. Based on the photos, captions, and text box, what are different ways that people can care for the elderly and pets? Why is this important?</i></p>
<p>Closing 1 minute</p>	<p><i>We have just read about how we can help others like the elderly and pets.</i></p> <p><i>How do we help each other in our classroom?</i></p> <p>Refer to the classroom agreements and make connections.</p>
<p>Weekly Question Chart 5 minutes</p>	<p>Refer to the Weekly Question Chart.</p> <p><i>This week we have been thinking about this question: What roles and responsibilities do we have in our communities?</i></p> <p>Read the chart together. Add any essential ideas that may be missing. Identify and color-code 2-3 themes that emerge. Some themes might be: caring, communities we are in, doing things for others, etc.</p> <p>Save this chart for use in Week 5.</p>
<p>Standards</p>	<p>R.4.1.a Ask and answer questions about who, what, when, where, and how.</p> <p>R.8.1 b Determine and use text features (e.g., headings, bold print, indexes, graphics, tables of contents, glossaries, links, icons) that help locate key facts or information in a text.</p>

	<p>Civics & Government 1: Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of State government.</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	Notice children’s descriptions of how to help the elderly and pets. Note how children are able to connect this kind of responsibility to the community with their own classroom agreements.

Notes

Unit 1: Building Strong Communities

WEEK 3

Stations

Station	Activities	Materials Writing tools at each station
Shared Reading	“Boston Day”	<ul style="list-style-type: none"> ● Shared Reading text on chart and/or slides ● pointer
Teacher Groups	Individual assessments	<ul style="list-style-type: none"> ● as needed
Reading	Independent and Partner Reading	<ul style="list-style-type: none"> ● “Boston Day,” copy for each child ● individual book bags
Listening & Speaking	Talk, Draw, Talk	<ul style="list-style-type: none"> ● Week 3 image 1 (gardening) ● Week 3 prompt 1, copy for each child ● Week 3 image 2 (laundry) ● Week 3 prompt 2, copy for each child ● sand timers ● drawing tools
Vocabulary	Draw for Meaning <i>benefit, positive, rule, emerge, contribution, perspective</i>	<ul style="list-style-type: none"> ● Week 2 Weekly Words cards ● Draw for Meaning sheets
Science Literacy	Prompt 1: What does a thermometer tell us about the weather? Prompt 1: What time of day is the air the warmest?	<ul style="list-style-type: none"> ● science journals ● colored pencils ● weather calendars ● glue sticks
Word Work	Fluent Reader’s Challenge	<ul style="list-style-type: none"> ● Week 3 Fluent Reader’s Challenge sheets ● sand timers ● Fluent Reader’s Challenge directions card
	Say It, Build It, Write It	<ul style="list-style-type: none"> ● Week 3 Say It, Build It, Write It sheets ● Say It, Build It, Write It directions card
	Trick Word Memory	<ul style="list-style-type: none"> ● Week 3 Trick Word Memory cards, set for each child ● scissors ● Memory directions card

Stations U1 W3

Name _____

Boston Day

Good morning!

Get on the T,

Sit by the sea,

Eat a snack with me!

Good afternoon!

Watch players at bat,

Have a good chat,

Don't forget your "B" hat!

Good evening!

Go home with a map,

It's time for a nap!

Talk, Draw, Talk Week 3, prompt 1



<https://csr.taylorsedu.my/taylorscommunity/urban-farming-together-with-lembah-pantai-kids-and-yb-fahmi-fadzil/>



<https://csr.taylorsedu.my/taylorscommunity/urban-farming-together-with-lembah-pantai-kids-and-yb-fahmi-fadzil/>

Listening & Speaking W3.1

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

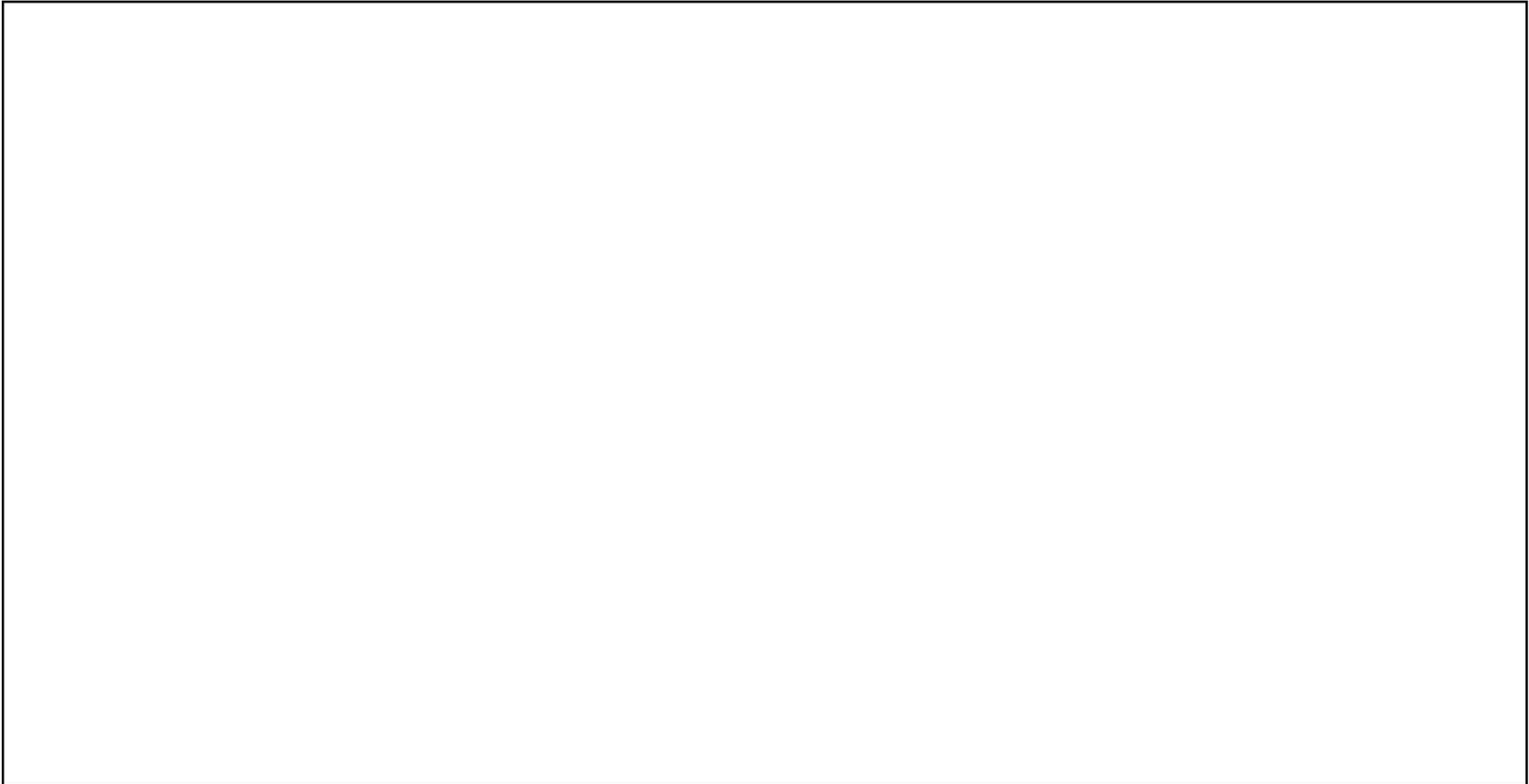
Name: _____

Talk Draw Talk

Look carefully at the image. Children and adults are working to build a community garden.

Draw a picture of children and adults working together to improve their community.

Talk with your partner about your drawing.



Talk, Draw, Talk Week 3, prompt 2



<https://www.education.gov.gy/web/index.php/parenting-tips/item/1949-teaching-kids-responsibilities-vs-privilege>



<https://www.education.gov.gy/web/index.php/parenting-tips/item/1949-teaching-kids-responsibilities-vs-privilege>

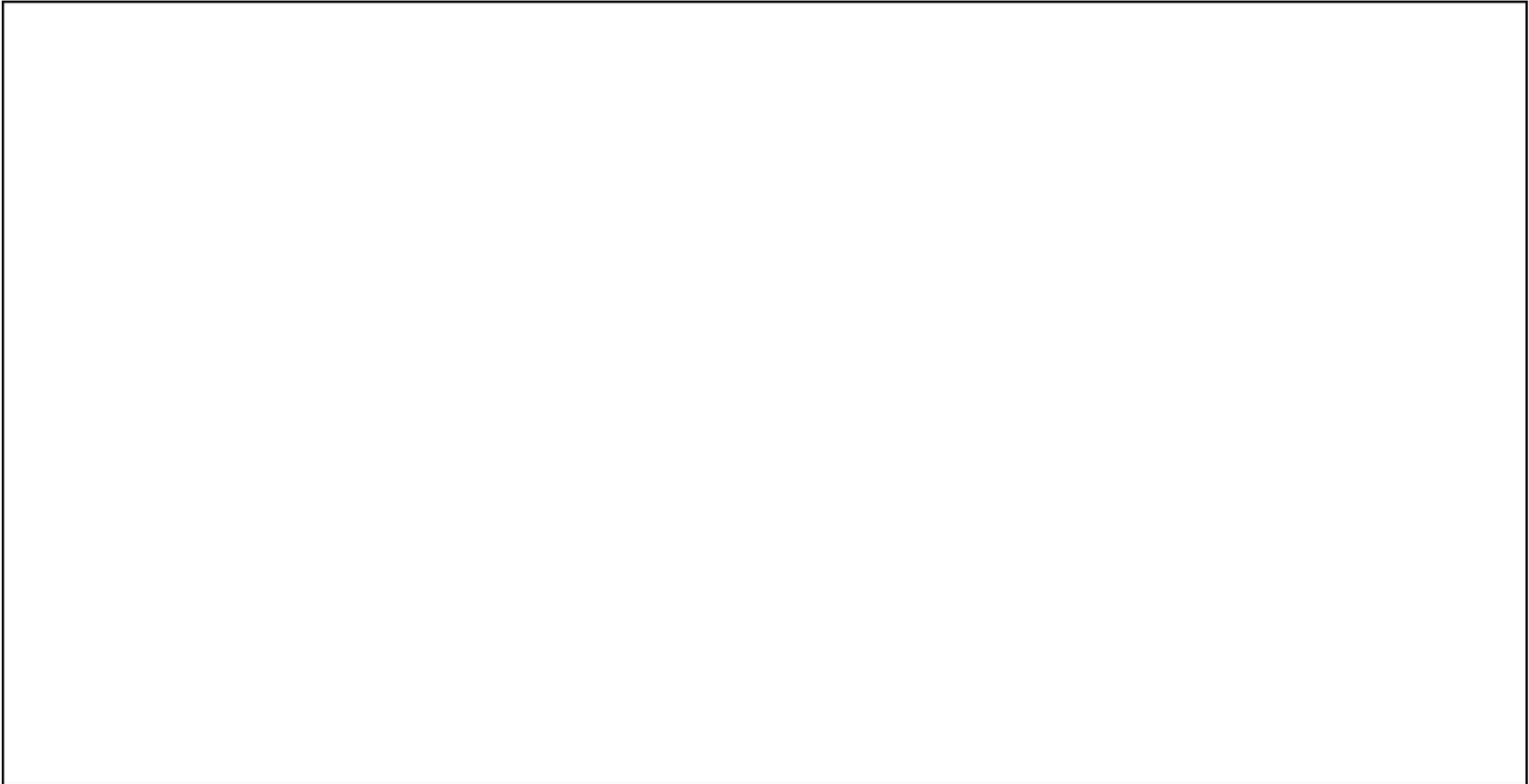
Name: _____

Talk Draw Talk

Look carefully at the image. This child has a responsibility to fold clothes.

Draw a picture of one responsibility that you have at home or school.

Talk with your partner about your drawing.

A large, empty rectangular box with a thin black border, intended for the student to draw a picture of a responsibility they have at home or school.

Week 3 journal prompt 1

What does a thermometer tell us about the weather?	Date _____ Weather _____ Temperature _____
What does a thermometer tell us about the weather?	Date _____ Weather _____ Temperature _____
What does a thermometer tell us about the weather?	Date _____ Weather _____ Temperature _____
What does a thermometer tell us about the weather?	Date _____ Weather _____ Temperature _____
What does a thermometer tell us about the weather?	Date _____ Weather _____ Temperature _____
What does a thermometer tell us about the weather?	Date _____ Weather _____ Temperature _____
What does a thermometer tell us about the weather?	Date _____ Weather _____ Temperature _____
What does a thermometer tell us about the weather?	Date _____ Weather _____ Temperature _____

What time of day is the air the warmest?	Date _____ Weather _____ Temperature _____
What time of day is the air the warmest?	Date _____ Weather _____ Temperature _____
What time of day is the air the warmest?	Date _____ Weather _____ Temperature _____
What time of day is the air the warmest?	Date _____ Weather _____ Temperature _____
What time of day is the air the warmest?	Date _____ Weather _____ Temperature _____
What time of day is the air the warmest?	Date _____ Weather _____ Temperature _____
What time of day is the air the warmest?	Date _____ Weather _____ Temperature _____
What time of day is the air the warmest?	Date _____ Weather _____ Temperature _____

Name: _____

Fluent Reader's Challenge

The rag **is** on **the** mat.

The rat had **a** nap.

Mom had **a** map.

Rob **is** on **the** mat.

The rat sat in **the** mud.

Rob sat in **the** sun.

Meg **is** not sad.

Mom sat on **the** log.



Minutes:

Skills:

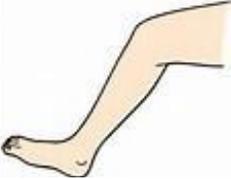
Recognize and read grade-appropriate irregularly spelled words.
Read with sufficient accuracy and fluency to support comprehension.

Name: _____

Say It	Build It	Write It
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Say It	Build It	Write It
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Skills: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

Word Bank



sob



kit



sub



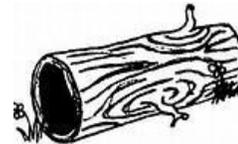
leg



mad



lip



log



sad

Trick Word Memory

the

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a

Skills: Recognize and read grade-appropriate irregularly spelled words.

Unit 1: Building Strong Communities

WEEK 3 Lesson 1

Science and Engineering

Observing the Sky: Measuring Temperature

S & E Big Ideas	Weather describes the condition of the air outside. Temperature describes how hot or cold something is. Temperature is measured using a thermometer. Clouds are composed of droplets of water. The sun and moon can be observed moving across the sky.
S & E Guiding Questions	How do we measure temperature? What is a thermometer?
Content Objective	I can measure and record data about the outside temperature. (1-ESS1-2, Practice 5)
Language Objective	I can describe what I notice about measuring temperature. (SL.1.1)
Vocabulary	weather: the condition of the air outdoors weather conditions: the state of the weather, such as temperature, cloud type, rainfall, and wind speed and direction meteorologist: a person who studies the weather temperature: a description of how hot or cold something is thermometer: a weather instrument used to measure temperature expand: to become larger
Materials and Preparation	<ul style="list-style-type: none">● Temperature-First Science by Kay Manolis, epic! text There is a quiz at the end of this book. Decide if the quiz will be completed as a whole group or independently.● thermometers, one for each pair of children and one for demonstration Check the thermometers prior to the experiment to make sure they are working and safe to use.● basins, at least 2● cold and warm water, to be placed inside the basins

	<ul style="list-style-type: none"> ● paper towels <p>If it is necessary to stay indoors for this investigation, set up the following temperature stations. Children can work in small groups with thermometers to visit each station and take temperatures.</p> <ul style="list-style-type: none"> ● a basin of warm or hot water ● a basin of ice-cold water ● air by the window ● a basin of water in sunlight ● a cup of sand ● air by the doorway ● air in a closed area
<p>Opening 1 minute</p>	<p><i>As meteorologists, we have been learning about different weather conditions. By now, we know that weather is the condition of the air outside. What are some different conditions we can observe? [temperature; humidity; dryness; rain; snow]</i></p> <p><i>We will spend some time exploring the temperature, or how hot or cold the air is.</i></p>
<p>Text 5 minutes</p>	<p>Read the text, <i>Temperature-First Science</i> by Kay Manolis.</p> <p>Show the demonstration thermometer.</p> <p><i>This is a tool that people use to measure temperature. It's called a thermometer. The numbers on the side of the thermometer are a scale. In the United States, the country where we live, we use a scale called Fahrenheit; most other countries use a scale called Celcius. This tube in the middle contains a solution that expands, or becomes larger, as the temperature gets warmer. When this happens, the liquid moves up the tube. As the temperature gets cooler, it goes down. If the liquid goes all the way to the top, what do you think the temperature would feel like? [hot] What if it was all the way down to the bottom? [cold]</i></p> <p>Show the thermometers and basins of water.</p> <p><i>We will spend some time working with thermometers and noticing how they change when they are exposed to different temperatures. Right now, in the air of our classroom, the thermometer reads _____ degrees Fahrenheit. Now I'm going to place the thermometer in this water. [Place in the warm water] Watch the liquid in the thermometer. How is it moving? Now I'm going to switch to this one. What do you notice happening now?</i></p>

<p>Investigation or Discussion 20 minutes</p>	<p>Bring the class outside. Distribute a working thermometer to each pair of children. Have children hold the thermometers out in the air. Remind them to hold the sides (not the bulb) of the thermometer to get an accurate reading. Allow a few moments for the thermometers to adjust to the outside temperature.</p> <p>As a group, move to a different spot in the schoolyard (perhaps in a more shady or sunny spot). Measure the temperature. Repeat this process once more in a different spot.</p> <p>Move back into the classroom. <i>What did you notice as you moved with the thermometer throughout the schoolyard?</i></p>
<p>Closing 1 minute</p>	<p><i>At the Science Literacy Station you'll be responding to this question: What does a thermometer tell us about the weather? At the Science and Engineering Studio this week, you'll make your own model thermometers!</i></p>
<p>Standards and Practices</p>	<p>Practice 5. Using mathematical and computational thinking</p>
<p>Ongoing assessment</p>	<p>Reflect on the class discussions. What do children understand about thermometers? What words do children use to describe the temperature? [hot, warm, cool, cold, freezing]</p>

<p>Notes</p>

Unit 1: Building Strong Communities

WEEK 3 Lesson 2

Science and Engineering

Observing the Sky: Measuring Temperature

S & E Big Ideas	Weather describes the condition of the air outside. Temperature describes how hot or cold something is. Temperature is measured using a thermometer. Clouds are composed of droplets of water. The sun and moon can be observed moving across the sky.
S & E Guiding Questions	How do we measure temperature and daylight? What is a thermometer?
Content Objective	I can measure and record data about the outside temperature. (SE.ESS.1, Practice 5)
Language Objective	I can answer questions about temperature. (SL.1.1)
Vocabulary	weather: the condition of the air outdoors weather conditions: the state of the weather, such as temperature, cloud type, rainfall, and wind speed and direction meteorologist: a person who studies the weather temperature: a description of how hot or cold something is thermometer: a weather instrument used to measure temperature
Materials and Preparation	This lesson requires collecting data about the outside temperature at three different times during the day (morning, noon, and afternoon). Plan to take the class outside to record the temperature. <ul style="list-style-type: none">● National Weather Service link: https://www.weather.gov/gyx/ Prior to the lesson, spend a few minutes orienting to the information offered on the website.● projector and screen● thermometers, one for each pair of children and one demonstration

Science and Engineering U1 W3 L2

	<p>thermometer</p> <ul style="list-style-type: none"> ● science journals ● Week 3 journal question strips (What time of day is the air the warmest?), cut apart, 1 for each child ● glue sticks ● Teacher Science Journal
Safety Precaution	Children should not look directly into the sun.
Opening 3 minutes	<p>Using the demonstration thermometer, review how it shows temperature. <i>What would the thermometer show on a sunny summer day? On a warm spring afternoon? On a cold winter morning?</i></p> <p><i>We know that the temperature changes throughout the year, from season to season. The temperature can also change throughout the day. Why do you think this is?</i></p> <p><i>What time of day do you think the temperature might be most hot? Why do you think so?</i> <i>What time of day do you think the temperature might be most cold? Why do you think so?</i></p>
Text 5 minutes	<p>Project yesterday’s temperature data from The National Weather Service website. <i>How did the temperature change during the day?</i> <i>When did the temperature get higher? When did it get lower?</i> <i>When was the temperature the warmest? The coolest?</i></p> <p>Draw children’s attention to today’s temperature reading at sunrise. Indicate where that temperature would read on the thermometer.</p> <p><i>Do you think this is the temperature outside right now? Is it warmer? Cooler? Why do you think so?</i></p> <p>Think, Pair, Share. <i>What could make the temperature of the air outside warmer or cooler now than it was early this morning?</i></p>
Investigation 16 minutes	<p><i>Let’s go outside with the thermometers and see what we find. We’ll record the position of the sun in the sky and the temperature of the air.</i></p> <p>Set up science journals.</p>

	<p>Once outside, look for the sun. In the teacher’s journal, model recording the position of the sun.</p> <p><i>We can see that the sun is there in the sky [point]. What does that tell us about the time of the day? The time right now is _____.</i></p> <p><i>Notice what the air feels like. Is it warm, cool, or cold? Tell your partner your guess for what the thermometer might read right now. Remember, the temperature early this morning was _____.</i></p> <p>Distribute a working thermometer to each pair of children. Have children hold the thermometers out in the air. Remind them to hold the sides (not the bulb) of the thermometer to get an accurate reading. Allow a few moments for the thermometers to adjust to the outside temperature.</p> <p>Ask each pair to read the temperature on their thermometer. Use the demonstration thermometer to show the reading to the whole group. Model recording this information in the teacher’s science journal.</p> <p><i>How does the temperature of the air now compare to the temperature this morning?</i></p> <p><i>Like yesterday, work with your partner to measure the temperature of the air in a few different places around the schoolyard.</i></p> <p>Give children time to take a few measurements around the outside space.</p> <p>Then, either outside or returning to the classroom, facilitate a brief discussion of the data children have collected.</p> <p><i>Is the temperature different in different parts of the schoolyard? Why do you think that is? Did anyone measure the temperature of anything besides air? What could cause the temperature to change?</i></p>
Closing	<p><i>Do you think the warmest temperature will be at the same time tomorrow? How could we find out?</i></p> <p><i>You can record the air temperature as often as you like in your science journals. You’ll do this at the Science Literacy Station, too. At the Science and Engineering Studio, you can make your own model thermometer.</i></p>
Standards and Practices	<p>SE.ESS.1 Use observations of the sun, moon, and stars to describe patterns that can be predicted. (Further explanation: Examples of patterns could include that the sun and moon appear to rise in one part of the sky, move across the sky, and set and that stars other than our sun are visible at night but not during the day. Analyzing and Interpreting</p>

	Data, The Universe and Its Stars, Patterns) Practice 5. Using mathematical and computational thinking 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.
Ongoing assessment	Reflect on the class discussions. What do children understand about thermometers? What words do children use to describe the temperature? [hot, warm, cool, cold, freezing] How do they explain how the temperature changes throughout the day?

Notes

WEEK 3 Studios



What roles and responsibilities do we have in our communities?

Children continue to explore materials and activities from previous weeks. Thinking and Feedback is introduced after the first or second Studios session.

<p>Big Ideas</p>	<p>People in communities have responsibilities, and carrying out these responsibilities contributes to the good of the community.</p> <p>People benefit from being part of a community.</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● replenished materials, as needed from Week 2 ● Studios prompts, cut apart and added to each bin ● observation sheets ● Studios Planner ● Thinking and Feedback visuals ● sticky notes, paper, or notebook and writing tools to record ideas from the Thinking and Feedback conversation <p><u>For the Science and Engineering Studio:</u></p> <ul style="list-style-type: none"> ● How to make a thermometer, 1-2 copies ● Thermometer Template, one for each child printed on cardstock ● 8.5x11 piece of cardstock, one for each child ● clear straw (not bendable), one for each child ● glue ● red pipe cleaner, one for each child <p>Consider introducing and modeling a new technique for using crayons or having children share techniques they have tried to inspire others.</p> <p>In the Opening Basket, place the Studios Planner and a few sample materials from each studio.</p>

	<p>Have sufficient copies of the Observation Sheet on a clipboard.</p> <p>Review the Thinking and Feedback routine (Whole Group Routines, Introduction, Part 1). Plan fifteen minutes at the end of the first or second Studios session to introduce Thinking and Feedback to the group. (Note: Thinking and Feedback moves to share the Science and Engineering lesson block after this introduction, in order to preserve three 45-minute periods for Studios going forward.)</p> <p>Note: Send home the Beautiful Stuff letter for families this week to begin collecting materials for use in studios.</p>
<p>Opening</p>	<p>Quickly review the activities in all studios to highlight works in progress, reinforce use and care of materials, and underscore connections to the Weekly Question and unit topic more broadly.</p> <p><i>At the Science and Engineering Studio, you will build and use a thermometer model to demonstrate how to read a thermometer.</i></p> <p>Ask a couple of children to share their plans, and dismiss all children to begin working.</p> <hr/> <p>Session 2 or 3, after introducing Thinking and Feedback: <i>Yesterday we looked at _____'s work from the Art Studio. She might have inspired some of you go there today to make a drawing of yourself and your friends at school.</i></p>
<p>Facilitation</p>	<p>Take observational notes about children's exploration and their ways of contributing to the Inventory and Using Materials sheets.</p> <p>Which materials are most appealing and provoking? What language do children use in conversation about materials (questions, observations)? How do children represent the materials and ideas about materials on paper? What resources do they use to do this? How familiar are children with various materials? For which children is this component (Centers/Studios) entirely new? What special supports might be useful to build positive Studios habits?</p> <p>Children will naturally encounter the limits of how many children each studio can accommodate. To the extent possible, allow the children to work this out together and to make suggestions for how many children might work best in each studio over time.</p>

	During the first or second session of Studios this week, while children work, choose one piece of work to bring to the Thinking and Feedback introduction for the last fifteen minutes of Studios time.
Closing Studios	Support smooth clean up of studios materials and organization of works in progress. Recognize children’s efforts with novel activities.
Thinking and Feedback 15 minutes	<p>Introduce the Thinking and Feedback routine.</p> <p><i>Today we’ll practice a new routine, called Thinking and Feedback. Thumbs up if you used this routine in kindergarten. One responsibility we have as members of a community is to help each other do our best work.</i></p> <p>Using the selected piece of work, walk through each step of the routine slowly and deliberately.</p> <p><i>Using the Thinking and Feedback routine is one way we build a strong learning community. In this conversation, we share ideas to help each other do our best work, we find opportunities to collaborate, or work together, and we learn about what is important to different members of our community.</i></p>

<p style="text-align: center;">Art</p> 	<p>Experimenting with Crayons <i>Continues from previous week</i></p> <p><u>Objective:</u> I can experiment with a familiar artistic medium and talk about my discoveries.</p>
<p style="text-align: center;">Building</p> 	<p>Making a Plan <i>Continues from previous week</i></p> <p><u>Objective:</u> I can draw and label plans for a building and then follow my plan.</p>
<p style="text-align: center;">Drama</p> 	<p>Acting out Family Roles <i>Continues from previous week</i></p> <p><u>Objective:</u> I can tell and act out stories about community relationships.</p>

<p>Library</p> 	<p>Flagging Pages <i>Continues from previous week</i></p> <p><u>Objective:</u> I can browse books and flag pages that are connected to the topic of community.</p>
<p>Science and Engineering</p> 	<p>Modeling a Thermometer</p> <p><u>Objective:</u> I can make a model thermometer. I can measure temperature using a thermometer.</p> <p><u>Introduction:</u> <i>During our Science lessons, you have been measuring temperature using thermometers. Today in the Science and Engineering Studio, you can make a model thermometer. A model thermometer is used to show what happens in a thermometer when the temperature changes. Once you have made your thermometer, play this game with a classmate: Give the children a clue relating to temperature. You could say, "I'm wearing my winter jacket and a hat. What does the thermometer say?" Or, "I'm wearing shorts and a t-shirt. What does the thermometer say now?" Your partner can show the temperature on the model thermometer. See if you agree. You can also continue the temperature experiments you have started using real thermometers.</i></p> <p><u>Process:</u> Children make model thermometers according to the directions. Teachers may also choose to do this as a whole class activity and have the children bring their models to the studio.</p> <p><u>Facilitation:</u> <i>What does the thermometer tell us about the weather? When the red on the thermometer goes up, what does that mean? When the red is all the way down, what does that mean?</i></p> <p><u>Ongoing Assessment:</u> Note whether children follow the procedure for making the thermometer. Do children understand how the model thermometer shows differences in temperature?</p> <p><u>Thinking and Feedback Possibilities:</u> Children will engage in Science Circles during Science and Engineering</p>

	<p>lessons to extend their thinking and work.</p>
<p>Writing and Drawing</p> 	<p>Book Making <i>Continues from previous week</i></p> <p><u>Objective:</u> I can write and illustrate my own books.</p>
<p>Standards</p>	<p>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.</p> <p><u>Art:</u> (Boston) Visual Arts 1.1. Use a variety of materials and media, for example, crayons, chalk, paint, clay, various kinds of papers, textiles, and yarns, and understand how to use them to produce different visual effects. (Boston) Visual Arts 1.4. Learn to take care of materials and tools and to use them safely.</p> <p><u>Building:</u> L.2.1.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p><u>Drama:</u> SL.1.1b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. SR 1.2. Demonstrate an understanding of thoughts, feelings, behavior and perspectives of oneself and others.</p> <p><u>Library:</u> R.1.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p><u>Science and Engineering:</u> Practice 1. Asking questions and defining problems Practice 2. Developing and using models</p> <p><u>Writing and Drawing:</u> R.1.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). Standard W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p>

	<p><u>Thinking and Feedback:</u></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> <p>SL.1.1.c Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>SL.2.1.b Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Standard L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
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Notes

How to make a thermometer

Step 1

Cut out the thermometer image. Glue the thermometer to cardstock.

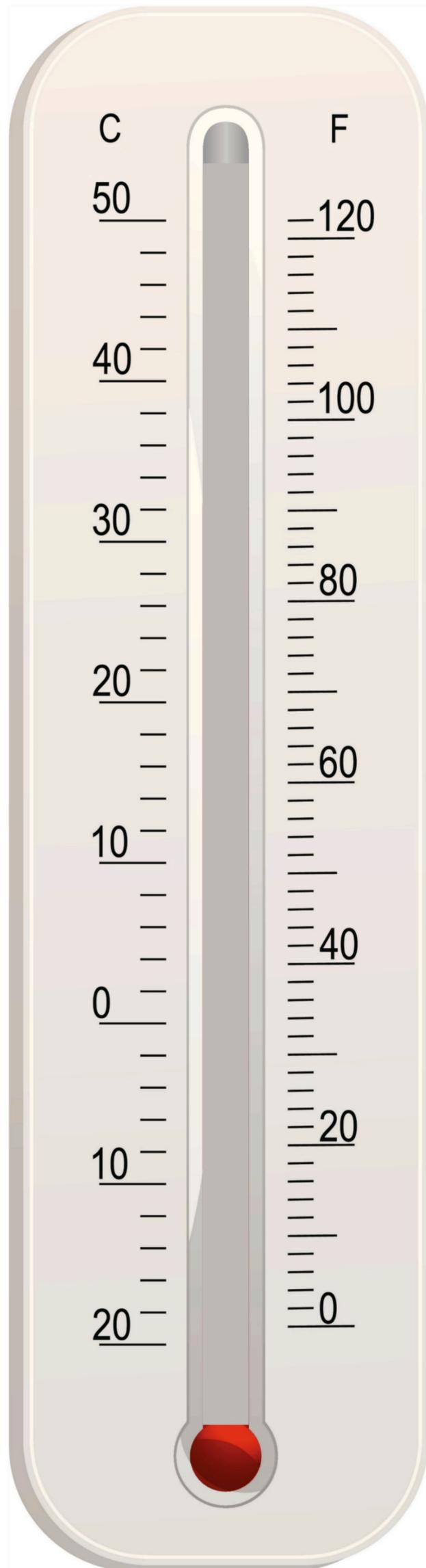
Step 2

Cut the straw to the size of the thermometer. Glue the straw on the thermometer, between the degree markings for Celsius and Fahrenheit.

Step 3

Cut the pipe cleaner 1/2 inch longer than the straw and insert it into the straw.

WHAT IS THE TEMPERATURE?



Art Studio

What can I try next with crayons?

What happens when I do this?

Building Studio

How can I make this building?

What does my plan say?

Drama Studio

What story do I want to tell? Who are the characters?

How can I work with my classmates?

Library Studio

What is interesting here?

What do I want to tell others about it?

Science and Engineering Studio

What do we notice about the weather?

How can we communicate this?

Writing and Drawing Studio

What have I discovered about making books?

What will go inside my book?



Writing Procedure

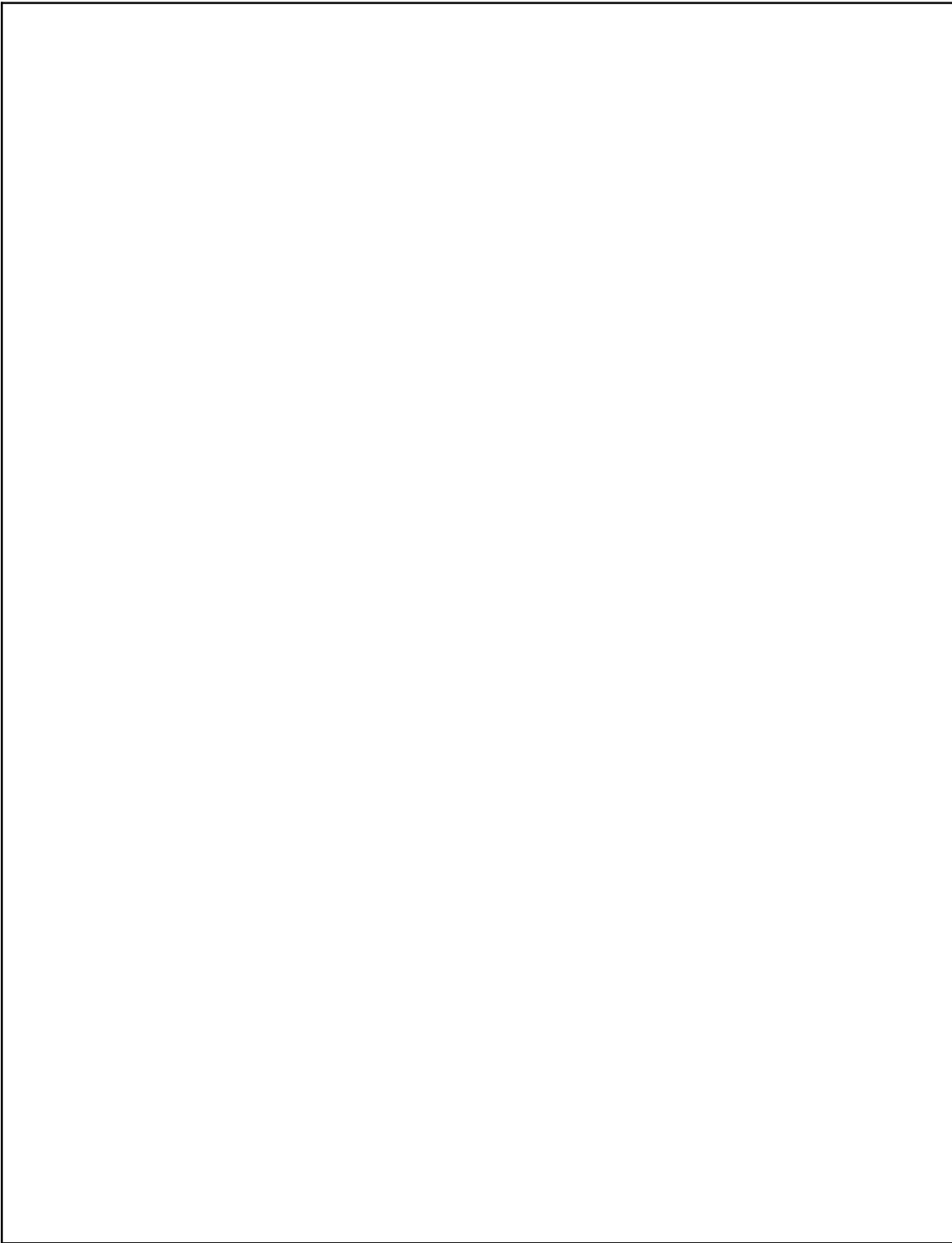
Deconstruction and Joint Construction: Title and Goal
Joint Construction: Verbs

Content Objective	With my class I can write the title and goal for a procedure. (W.3.1.b, Standard W.2)
Language Objective	With a small group I can write and draw precise imperative verbs related to a topic. (Standard L.4, SL.1.1)
Vocabulary	<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>steps: the actions taken to complete a procedure</p> <p>title: the name of a piece of writing</p> <p>goal: aim; objective; what someone wants to accomplish</p> <p>verb: a word that expresses a physical action, mental action, or state of being</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Procedure anchor chart, from Day 1 ● Procedure mentor texts: <i>Yoga Pretzels</i>, “Build It: Numbers to 20,” <i>Kapla Art Book</i>, volume 4 (beige) ● jointly constructed procedure, from Day 3 ● chart paper, 4 sheets <p style="margin-left: 20px;">Write a different heading at the top of each sheet of chart paper: Art, Building, Drama, Yoga.</p> <ul style="list-style-type: none"> ● drawing and writing tools
Opening 1 minute	<i>Today we are going to complete our class procedure, and you will begin your own procedures!</i>
Deconstruction 5 minutes	<p>Refer to the Procedure anchor chart.</p> <p style="text-align: center;"><i>We have been working on the materials and steps for our procedure. Now, let’s go back and write the title and goal.</i></p>

	<p>With children seated on the perimeter of the rug, lay out the procedure mentor texts in the middle of the space so that they are visible to all.</p> <p><i>Procedures begin with goals that tell what the procedure is about. Often a goal is included in the title. Let's take a look at the different titles and goals in our procedure mentor texts.</i></p> <p>Review the titles and goals from several procedures, discussing with children how they introduce what the procedures are about.</p>
<p>Joint Construction 5 minutes</p>	<p>Show the jointly-constructed procedure.</p> <p>Think, Pair, Share.</p> <p><i>Let's choose a title and goal for our procedure. What is our procedure about? What do we want second grade students to do?</i></p> <p>Harvest the children's ideas. Then write the title and goal together.</p>
<p>Joint Construction 12 minutes</p>	<p><i>Now you are going to begin planning for your own procedures. Each of you will be writing a procedure for how to make or do something at a studio.</i></p> <p>Refer to the Procedure Verbs chart.</p> <p><i>Your Studios choices are Art, Building, or Drama; you can also choose Yoga. Think about which you would like to write a procedure for. Today you will meet with a small group of classmates writing about the same topic, and you will think of verbs that you could use to write your procedure in that area. For example, if you are in Art, you might write and draw verbs such as "cut" or "glue."</i></p> <p>On the board, model writing "cut" and drawing a pair of scissors cutting a piece of paper.</p> <p>Group children according to their topic choices. Send them in small groups to draw and write verbs on the appropriate chart paper. As they work, circulate to support them.</p>
<p>Closing 6 minutes</p>	<p>Bring the class back together. Have groups quickly share their collections of verbs.</p> <p><i>Today we completed our class procedure, and you began working together to generate verbs for your procedures. Tomorrow you will begin writing the steps in your procedures.</i></p>
<p>Standards</p>	<p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details</p> <p>Standard W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p> <p>Standard L.4 Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or</p>

	<p>clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.</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>
<p>Ongoing assessment</p>	<p>Reflect on the whole group work.</p> <p style="padding-left: 40px;">Do the title and goal accurately introduce the procedure?</p> <p>Observe and take notes during small group work.</p> <p style="padding-left: 40px;">Do the children generate precise verbs?</p> <p style="padding-left: 40px;">Are they related to the topic?</p> <p style="padding-left: 40px;">Do they understand the use and form of imperative verbs?</p> <p style="padding-left: 40px;">What are their confusions?</p>

Notes



WEEK 3 Day 2

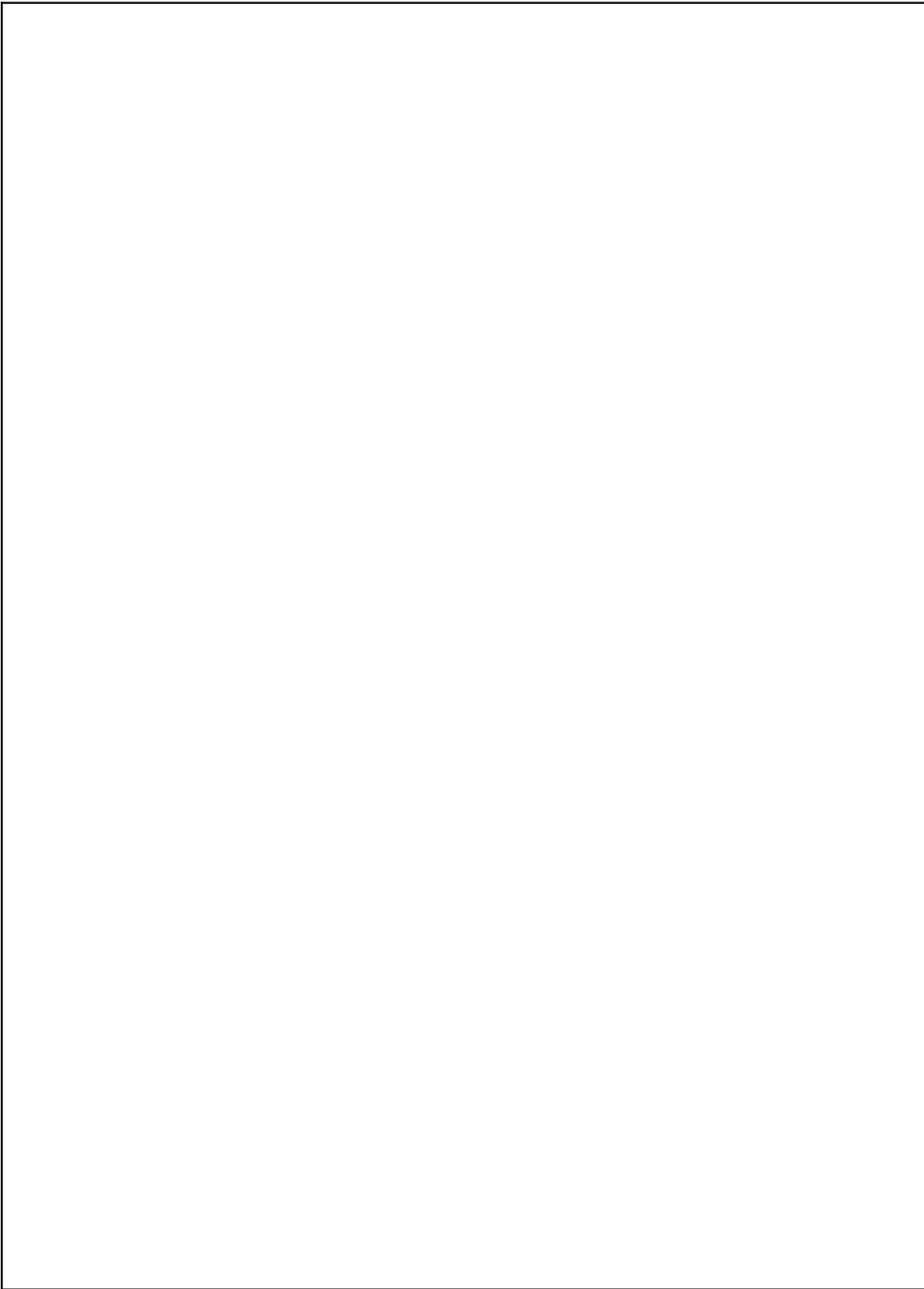
Writing Procedure
Individual Construction

Content Objective	I can write a procedure. (W.3.1.b, Standard W.2)
Language Objective	I can tell my procedure to my partner. (SL.1.1)
Vocabulary	<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>materials: the items needed to complete a procedure</p> <p>steps: the actions taken to complete a procedure</p>
Materials and Preparation	<ul style="list-style-type: none"> ● drawing and writing tools ● children’s writing folders ● Materials sheet, one copy for each child (except those writing yoga poses), plus a few extra ● Steps sheet, 2-3 copies for each child (except those writing yoga poses) ● Yoga Card, one copy for each child writing a yoga pose ● materials available for children’s reference: <ul style="list-style-type: none"> ○ Art: crayons, construction paper, white drawing paper, items or surfaces with texture for crayon rubbing, rudimentary tools for etching ○ Building: Kapla blocks ○ Drama: fabric squares, clothespins ○ Yoga: <i>Yoga Pretzels</i> <p>Plan for areas of the classroom where groups of children can write procedures and manipulate materials as needed.</p> <ul style="list-style-type: none"> ● Procedure Verbs charts, from Day 1, posted in the appropriate areas ● Procedure Observation Tool, one copy for each child ● Thinking and Feedback visuals ● sticky notes, for recording suggestions and inspirations

<p>Opening 1 minute</p>	<p><i>Yesterday you began to plan for your procedures by choosing topics and listing imperative verbs you could use in the steps. Today you will begin writing!</i></p>
<p>Individual Construction 19 minutes</p>	<p>Show the Materials sheet. <i>This is the page where you will write the materials needed for your procedure. Draw a picture of the material in the box, and write the words for the material on the lines.</i></p> <p>Show the Steps sheet. <i>These are the pages you will use to write the steps of your procedure. There is a small square to write the number of the step. In the big box you can draw a picture showing the step, and on the lines you can write the words. Each page has space for two steps, so you can take as many pages as you need to write all of your steps.</i></p> <p>Show the Yoga Card. <i>If you are writing a procedure for a yoga pose, you will not need to list materials, and you can use a sheet like this one that looks like one of our yoga cards.</i></p> <p><i>Before you get started, you will tell your procedure to your partner. Think about the steps in your procedure—what will the reader need to do? Then tell the steps to your partner.</i></p> <p><i>Like we did as a class, begin by writing the steps. Then go back and write the materials needed to complete the procedure. When you write today, you will have studio materials available. That way, if you get stuck, you can try out what you are writing. For example, if you are writing a procedure for building with Kapla blocks, and you are not sure what the next step should be, you can take out Kapla blocks and try it out.</i></p> <p>Send children with materials to write. As children work, circulate to support them and to assess their work. Take notes about children’s writing using the Procedure Observation Tool. These notes will be used to plan for lessons on Days 2-3 and for revisions in Week 4.</p> <p>Identify a child to present his writing and receive feedback using Thinking and Feedback.</p>
<p>Closing 10 minutes</p>	<p>Bring the class back together. Use the Thinking and Feedback protocol for one child’s problem. Record suggestions on sticky notes to place in the child’s writing folder. <i>Tomorrow you will continue writing your procedures.</i> Have the children put away their papers in their writing folders.</p>

	After the lesson, review the Procedure Observation Tools. Note any trends that are emerging. Plan for individual, small group, or whole group instruction based on these needs, following the guidance outlined on Days 3-4.
Standards	<p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p>Standard W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</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	As children write, circulate and take notes on the Procedure Observation Tool, focusing on the Materials and Steps.

Notes



Writing U1 W3 D2

Name: _____

Materials:

Steps:

Name: _____

Yoga Card

Procedure Observation Tool

Child's Name: _____

	Yes, date observed and notes	Not Yet, notes and next steps
Goal: names what the procedure sets out to accomplish		
Materials: <ul style="list-style-type: none"> includes all materials needed to complete the procedure materials include adjectives to specify how many and what kind 		
Steps: <ul style="list-style-type: none"> includes all steps in the procedure steps begin with imperative verbs; use precise verbs steps include adverbs to specify how and where 		
Conventions: List 1-2 areas of instruction that would most greatly improve the child's ability to communicate with an audience. For		

example: encoding sounds, writing high-frequency words, putting spaces between words, using punctuation.

Suggestions for Week 4 revisions, based on observations

Unit 1: Building Strong Communities

WEEK 3 Days 3-4

During Days 3-4, children continue to write independently and to receive feedback on their work using Thinking and Feedback (see Day 2 for a detailed lesson). In addition, children's writing is assessed using the Procedure Observation Tool, and individual/small group/whole group lessons are added in response to children's needs.

Preparation:

Review children's Procedure Observation Tools. Note any trends that are emerging. Plan for individual, small group, or whole group instruction based on these needs. Areas of need may include, but are not limited to, the following.

Writing Procedure: (see the attached lessons for recommendations)

- materials with adjectives
- steps beginning with imperative verbs
- steps with adverbs

Conventions: (no suggested lessons included)

- writing complete sentences
- including spaces between words in a sentence
- capitalization
- punctuation
- applying rules and strategies taught in Foundations (or similar program)

Writing Behaviors: (no suggested lessons included)

- using spelling strategies, such as tapping
- using environmental print and word walls for spelling
- re-reading own writing

Use the following sheet to plan instruction for Days 3-4. Make additional copies as necessary to plan for multiple individual or small group lessons.

Day 3

Target Students (individual, small group, or whole group?):

Topic:

Day 4

Target Students (individual, small group, or whole group?):

Topic:

Writing Procedure

Deconstruction and Revision: Materials with Adjectives

Materials:

- Procedure anchor chart, from Week 1, Day 1
- mentor text for procedure: “Build It: Numbers to 20” or a child’s writing that has a materials list that includes adjectives
- children’s procedures

Process (small or whole group):

- Show the Procedure anchor chart. Review the stages and language of procedure.
- Read the materials of the mentor text.
- Together identify the adjectives in the materials that answer How many? and What kind?
- Refer children back to their materials lists. Have them check to ensure that they included all materials needed for the procedure.
- If children identify that a material is missing, have them work with a partner or with teacher guidance to add it to the list.
- Then have children review each material and ask How many? and What kind?
- If children identify that adjectives are missing, have them work with a partner or with teacher guidance to make the materials more precise by adding adjectives that answer How many? and What kind?

Writing Procedure

Deconstruction and Revision: Steps Beginning with Imperative Verbs

Materials:

- Procedure anchor chart, from Week 1, Day 1
- mentor text for procedure: “Build It: Numbers to 20;” *Yoga Pretzels*, Triangle card; or a child’s writing that has steps beginning with imperative verbs
- Procedure Verbs charts, from Day 1
- children’s procedures

Process (small or whole group):

- Show the Procedure anchor chart. Review the stages and language of procedure.
- Read the steps of the mentor text.
- Together identify the precise imperative verbs that begin each step.
- Review the Procedure Verbs charts for ideas about precise imperative verbs related to different types of procedures. Dramatize several verbs, as needed.
- Refer children back to their steps. Have them check to ensure that they included all steps needed for the procedure.
- If children identify that a step is missing, have them work with a partner or with teacher guidance to add it.
- Then have children review each step to determine whether it begins with a precise imperative verb.
- If children identify that steps do not begin in this way, have them work with a partner or with teacher guidance to choose the appropriate verb to begin each step.

Writing Procedure

Deconstruction and Revision: Steps with Adverbs

Materials:

- Procedure anchor chart, from Week 1, Day 1
- mentor text for procedure: *Yoga Pretzels*, Triangle card or a child's writing that has steps that include adverbs
- children's procedures

Process (small or whole group):

- Show the Procedure anchor chart. Review the stages and language of procedure.
- Read the steps of the mentor text.
- Together identify the adverbs in the materials that answer How? and Where?
- Refer children back to their steps. Have them check to ensure that they included all steps needed for the procedure.
- If children identify that a step is missing, have them work with a partner or with teacher guidance to add it to the list.
- Then have children review each step and ask How? and Where?
- If children identify that adverbs are missing, have them work with a partner or with teacher guidance to make the steps more precise by adding adverbs that answer How? and Where?

Unit 1: Building Strong Communities

WEEK 3 Day 5

Writing Procedure
Peer-to-Peer Feedback
continued on Week 4, Day 1

Content Objective	I can use feedback to choose how to revise my writing. (W.2.1.a , W.3.1.b, Standard W.2)
Language Objective	I can ask my partner questions to understand her/his writing choices and answer questions about my writing choices. (SL.2.1.b)
Vocabulary	feedback: specific, helpful suggestions given to improve work procedure: a genre of writing whose purpose is to give directions to accomplish a goal materials: the items needed to complete a procedure steps: the actions taken to complete a procedure directions: instructions
Materials and Preparation	<ul style="list-style-type: none">● children’s procedures Identify and set aside one child’s work to model receiving feedback.● materials needed for completing procedures Set aside the materials needed to complete the procedure of the child who will model receiving feedback.● Procedure Feedback sheet, one copy for each child and one for modeling● writing tools
Opening 1 minute	<i>Today we are going to provide feedback to each other to improve our writing. This is something we will do a lot this year. When we provide feedback to each other, we will give specific and helpful suggestions. The writers may choose to incorporate these suggestions or not. We will first work together to analyze _____ [child]’s procedure and provide [him/her] with specific feedback. Then, you will each work with a partner to provide feedback.</i>

<p>Peer-to-Peer Feedback Practice 9 minutes</p>	<p>Introduce the Procedure Feedback sheet.</p> <p><i>This is the paper we will use to provide feedback. At the top, there is a space for the writer’s name and the reviewer’s name. If you are the person reading your writing, you are the writer. If you are the person giving feedback, you are the reviewer.</i></p> <p><i>Here’s how this will work. When you begin working with your partner, you will read your procedure to him. As you read each material, your partner will gather that material. As you read each step, your partner will follow the directions to complete the procedure.</i></p> <p><i>After trying out the procedure, your partner will answer two questions.</i></p> <p><i>The first question says, “Does it include all materials?” If the procedure lists all of the materials, your partner will check “Yes.” If something is missing, he will check “No.” If something is missing, talk about what is missing and what can be added so that it is complete. Then write those materials in the box below.</i></p> <p><i>The second question, on the back of the paper, says, “Does it include all steps?” If the procedure includes all steps, your partner will check “Yes.” If something is missing, she will check “No.” If something is missing, talk about what is missing and what can be added so that it is complete. Then write those steps in the box below.</i></p> <p><i>We will only have time for one partner to share today. The other partner will share next time.</i></p> <p><i>Let’s try it together. _____, please read us your procedure.</i></p> <p>As a class, try out the child’s procedure. Different children may take turns collecting materials and following steps, or, if the procedure is yoga, the whole class can try out the steps together.</p> <p><i>Now let’s look at our feedback sheet. Remember, our first question says, “Does it include all materials?”</i></p> <p>Harvest several children’s ideas. Check “Yes” or “No” on the checklist and discuss why that choice was made. If materials are missing, work together to list missing materials. Repeat the process with the second question.</p>
<p>Peer-to-Peer Feedback 12 minutes</p>	<p><i>Now you will provide feedback to each other.</i></p> <p>Partner the children and choose who will share today and who will share during the next Writing time. Send partners to the appropriate area with Procedure Feedback sheets. As the children work, circulate to support them. Have children store their Procedure Feedback sheets in their writing</p>

	folders.
Closing 8 minutes	<p>Bring the children back to the whole group. Review the feedback given to the child at the beginning of the session. Talk through the feedback and think aloud with the child to decide which pieces of feedback to incorporate and which to leave out. Discuss why the writer may choose not to incorporate certain pieces of feedback.</p> <p style="text-align: center;"><i>Next you will switch and try out the other partner's procedure!</i></p>
Standards	<p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p>Standard W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p> <p>W.2.1.a With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>SL.2.1.b Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>
Ongoing assessment	<p>Observe and take notes as children provide feedback.</p> <p style="padding-left: 40px;">What feedback are children given? Does it match your assessment?</p> <p style="padding-left: 40px;">What next steps do children set for themselves and each other?</p> <p style="padding-left: 40px;">Are there any trends emerging?</p>

Notes



Writing U1 W3 D5

Procedure Feedback

Writer's Name: _____

Reviewer's Name: _____

Does it include all **materials**?

Yes

No

materials to add:

Writing U1 W3 D5

Does it include all **steps**?

Yes

No

steps to add: