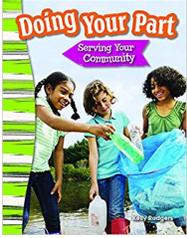


# Unit 1: Building Strong Communities

# WEEK 4 At a Glance

Weekly Question: <b>How do people become leaders?</b>			
<p><b>Texts</b></p>    	<p><b>Vocabulary and Language</b></p> <p>Day 1: Introduce Weekly Words: rights, citizen, leader            Day 2: Introduce Weekly Words: election, vote, government            Day 3: Nouns as Ideas            Day 4: One Great Sentence            Day 5: Carousel Brainstorm</p> <hr/> <p><b>Text Talk</b></p> <p>Day 1: <i>Doing Your Part</i>, pages 24-25            Day 2: Electing Leaders slides, Read 1 and <i>Doing Your Part</i>, pages 24-25            Day 3: Electing Leaders slides, Read 2            Day 4: Voting Images slides            Day 5: Marley Dias: #1000BlackGirlBooks slides</p> <hr/> <p><b>Stations</b></p> <p>Shared Reading: “If You’re a Leader and You Know It”            Independent and Partner Reading            Listening &amp; Speaking: Talk, Draw, Talk; Introduce Listen &amp; Respond (Elected Leaders slides)            Science Literacy: What can air do?            Vocabulary: Draw for Meaning            Word Work: Fluent Reader’s Challenge, Say It Build It Write It, Trick Word Memory</p>		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Science and Engineering</b></p> <p>Lesson 1: Exploring Air                Lesson 2: What is a meteorologist?</p> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Studios</b></p> <p>New activities introduced in each studio;                Children write procedures for studio processes</p> </td> </tr> </table>	<p><b>Science and Engineering</b></p> <p>Lesson 1: Exploring Air                Lesson 2: What is a meteorologist?</p>	<p><b>Studios</b></p> <p>New activities introduced in each studio;                Children write procedures for studio processes</p>
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	<p><b>Writing: Procedure</b></p> <p>Day 1: Peer-to-Peer Feedback            Day 2: Introduction to and Beginning Revising and Publishing            Day 3: Revising and Publishing            Day 4: Publishing            Day 5: Presentation and Celebration</p>		

At a Glance U1 W4

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Unit 1: Building Strong Communities

WEEK 4 Days 1 & 2

**Vocabulary & Language**  
Weekly Words

<b>Weekly Question</b>	How do people become leaders?				
<b>Language Objective</b>	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)				
<b>Vocabulary</b>	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;"><b>Day 1</b></td> </tr> <tr> <td> <p><b>rights:</b> things that a society believes every person should have</p> <p><b>citizen:</b> someone who was born in a place, or someone who agrees to follow laws and contribute to the community of a place</p> <p><b>leader:</b> someone who guides other people by telling or showing them what to do</p> </td> </tr> <tr> <td style="text-align: center;"><b>Day 2</b></td> </tr> <tr> <td> <p><b>election:</b> the act of choosing someone for public office with a vote</p> <p><b>vote:</b> to make a formal choice</p> <p><b>government:</b> a group of people who make decisions for a state or country</p> </td> </tr> </table>	<b>Day 1</b>	<p><b>rights:</b> things that a society believes every person should have</p> <p><b>citizen:</b> someone who was born in a place, or someone who agrees to follow laws and contribute to the community of a place</p> <p><b>leader:</b> someone who guides other people by telling or showing them what to do</p>	<b>Day 2</b>	<p><b>election:</b> the act of choosing someone for public office with a vote</p> <p><b>vote:</b> to make a formal choice</p> <p><b>government:</b> a group of people who make decisions for a state or country</p>
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<b>Day 2</b>					
<p><b>election:</b> the act of choosing someone for public office with a vote</p> <p><b>vote:</b> to make a formal choice</p> <p><b>government:</b> a group of people who make decisions for a state or country</p>					
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Week 4 Weekly Words cards</li> <li>● chart paper</li> </ul> <p>Create the week’s Weekly Words chart by writing out the Weekly Words and their definitions. Add icons, sketches, or images as needed.</p> <ul style="list-style-type: none"> <li>● Weekly Words routine chart (optional)</li> </ul>				
<b>Opening Day 1</b>	<i>Today, we’ll start our new list of Weekly Words. These words come from the books that we read and the big ideas from our unit,</i>				

Vocabulary & Language U1 W4 D1 & D2

	<i>Building Strong Communities. Today’s words are <b>rights, citizen, and leader.</b></i>
Day 2	<i>Today we’ll continue learning our words for this week. Today’s words are <b>election, vote, and government.</b></i>
<b>Discussion</b> Day 1	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><b>rights</b> Elaboration: <i>People in a community can live very differently. People live alone or with families; people earn lots of money at their jobs, or they have just enough to buy what they need. No matter what, there are things that everyone in a community can expect to have. Examples of rights are clean water and a safe place to live.</i></p> <p>Think, Pair, Share prompt: <i>What rights do you have?</i></p>
	<p><b>citizen</b> Elaboration: <i>Being a citizen is what makes you different from people that are visiting. When governments make rules, they think about what the citizens want and need.</i></p> <p>Think, Pair, Share prompt: <i>What is something that a country should make sure its citizens have?</i></p>
	<p><b>leader</b> Elaboration: <i>One of the most important parts of being a leader is helping other people to do something. Leaders might not always be the first or the loudest person, but they make the big changes in their communities.</i></p> <p>Think, Pair, Share prompt: <i>Who are some leaders in our school community?</i></p>
Day 2	<p><b>election</b> Elaboration: <i>Elections are important because they are a way for people who live in a community to choose their leaders. Every citizen listens to the candidates in the election—the people who want to be leaders—and chooses someone who promises to work for things people want and need.</i></p>

	<p>Think, Pair, Share prompt: <i>Do you think we should have an election for the leader of our school?</i></p> <hr/> <p><b>vote</b> Elaboration: <i>When everyone votes, it makes a big difference. Voting is the responsibility of every citizen.</i></p> <p>Think, Pair, Share prompt: <i>In history, people have fought very hard to be able to vote. Why do you think voting is important to so many people?</i></p> <hr/> <p><b>government</b> Elaboration: <i>Government is the name we give to the group of people whose responsibility is to make laws and think about the best ways to take care of citizens.</i></p> <p>Think, Pair, Share prompt: <i>How are votes connected to the government, the people who make laws?</i></p>
<b>Closing</b>	<i>This week, we're talking about leaders. The words we're studying this week will help us to think about that.</i>
<b>Standards</b>	<p><b>SL.1.1</b> Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><b>L.5.1.c</b> Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>
<b>Ongoing assessment</b>	<p>How do children interact with new and familiar words? 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**



rights

<https://www.gettyimages.com/detail/news-photo/group-of-african-american-voters-stand-in-line-while-a-news-photo/486822485>



citizen

<http://www.cavalierdaily.com/article/2018/07/67-individuals-become-u-s-citizens-at-56th-annual-monticello-naturalization-ceremony>

Weekly Words U1 W4



leader

<https://www.thewrap.com/back-creep-hillary-clinton-yara-shahidi-address-teen-vogues-next-gen-leaders-la-photos/the-teen-vogue-summit-la-keynote-conversation-with-hillary-rodham-clinton-and-actress-yara-shahidi>



election

<http://nymag.com/intelligencer/2013/03/nyc-still-counting-ballots-from-2012-election.html>

Weekly Words U1 W4



vote

<https://www.seattletimes.com/seattle-news/want-to-vote-heres-how/>



government

<http://democracy-democratie.ca/content.asp?document=home>

Weekly Words U1 W4

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WEEK 4 Day 3

**Vocabulary & Language**  
Nouns as Ideas

<b>Weekly Question</b>	How do people become leaders?			
<b>Language Objectives</b>	I can use common nouns that represent ideas. (L.1.1.a)  I can recognize how the ending “-ship” changes the word “leader” into an idea. (L.4.1.b)			
<b>Vocabulary</b>	<b>leadership</b> : ability to lead			
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>• Week 4 Weekly Word card: leader</li> <li>• whiteboard and marker</li> </ul> <p>On the whiteboard, make the following chart.</p> <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;">person, place, or thing noun</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">idea noun</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">proper noun</td> </tr> </table>	person, place, or thing noun	idea noun	proper noun
person, place, or thing noun	idea noun	proper noun		
<b>Opening</b>	<i>We have been talking about nouns. Nouns are often a person, place, or thing. Sometimes nouns are ideas!</i>			
<b>Discussion</b>	<p><i>This week we are talking a lot about leaders. “Leader” is a noun—a person.</i></p> <p>Write the word “leader” in the “person, place, or thing noun” column of the chart.</p> <p><i>When we talk about the qualities of leaders—what they care about, if they are good listeners—we are talking about their leadership. Leadership is a word that comes from the root word “leader.” Its ending, “ship,” changes the word to make it into an idea. <b>Leadership</b></i></p>			

	<p><i>is the ability to lead. It's not a person, place, or thing. It's an idea. And it's a noun!</i></p> <p>Write the word "leadership" in the "idea noun" column of the chart.</p> <p><i>Now we can use these same words to name a proper noun. Who is a leader that we know?</i></p> <p>As children contribute the names of leaders they know, write them in the "proper noun" column of the chart.</p> <p><i>Friendship is another noun that's an idea! It has this same "ship" ending.</i></p> <p>Write the word "friendship" in the "idea noun" column of the chart.</p> <p><i>What root word does "friendship" come from?</i></p> <p>Write the word "friend" in the "person, place, or thing noun" column of the chart.</p> <p><i>Now we can use these same words to name a proper noun. What might we write in the "proper noun" column of our chart?</i></p> <p>Write the names children identify as friends. Carefully facilitate this process to ensure that every child's name appears in this column. This is an opportunity to build the classroom community by demonstrating inclusion.</p>
<b>Closing</b>	<p><i>Today we learned that some nouns represent ideas. We learned how to change a root word by adding an ending. This changed the word from a thing to an idea.</i></p>
<b>Standard</b>	<p><b>L.1.1.a</b> Use common, proper, and possessive nouns.</p> <p><b>L.4.1.b</b> Use frequently occurring affixes as a clue to the meaning of a word.</p>
<b>Ongoing assessment</b>	<p>During the discussion, listen for evidence that children are understanding nouns.</p> <p>Can children identify ideas as nouns?</p> <p>Can children recognize the connection between lead and leadership?</p>

**Notes**



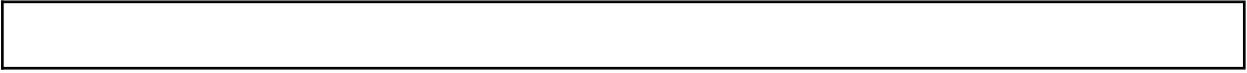
WEEK 4 Day 4

**Vocabulary & Language**  
Nouns as Ideas

<b>Weekly Question</b>	How do people become leaders?
<b>Language Objective</b>	I can use nouns that represent ideas. (L.1.1.a)
<b>Vocabulary</b>	<p><b>noun:</b> a person, place, thing, or idea</p> <p><b>rights:</b> things that a society believes every person should have</p> <p><b>perspective:</b> point of view, a way of seeing or thinking about something</p> <p><b>common good:</b> something that is good for all people</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Weekly Word card: rights</li> <li>● Week 2 Weekly Word card: perspective</li> <li>● Week 3 Weekly Word card: common good</li> <li>● Electing Leaders slides, slide 7</li> <li>● Emerging Leader: Marley Dias slides, slide 6</li> <li>● projector and screen</li> <li>● whiteboard and marker</li> </ul> <p>On the whiteboard, write the following sentences. People have the right to vote.</p>
<b>Opening</b>	<i>Yesterday, we learned about nouns as ideas. Today, we're going to identify and use different nouns that represent ideas.</i>
<b>Discussion</b>	<p>Show slide 7 from Electing Leaders and read the sentence on the board, "People have the right to vote."</p> <p><i>This sentence comes from our Text Talk slides, Electing Leaders. Let's find the nouns here.</i></p> <p>Underline "right."</p> <p><i>"Right" is a noun that names an idea. <b>Rights</b> are things people should have or be able to do. Like "leadership" and "friendship,"</i></p>

	<p><i>“rights” names something that we can’t see or touch, but that is still a noun.</i></p> <p>With the children’s input, identify, underline, and categorize the other noun in the sentence, “people.”</p> <p><i>We are going to talk more about the right to vote during Text Talk later today.</i></p> <p>Show slide 6 from <i>Emerging Leader: Marley Dias</i>.  <i>This week we are also going to read about Marley Dias, a young leader. Marley Dias thinks it’s important that there are books representing black girls, like her. She thinks that people should hear many different stories from many different perspectives.</i></p> <p><i>A <b>perspective</b> is not a thing, person or place that you can see. It’s an idea—it means a way of thinking about something. Everyone can have a different perspective about a topic. Thumbs up if you think recess is important because you get to be outside. Thumbs up if you think recess is important because you get to be with your friends. What you believe about why recess is important—that is your perspective.</i></p> <p><i>Here’s another phrase that names an idea: “common good.” The <b>common good</b> is something that benefits everyone in a community. When we do things that help everyone, like cleaning up public spaces, we are doing things for the common good. Let’s create a sentence with “common good.”</i></p> <p>Co-create a sentence using the phrase. Identify, underline, and categorize any nouns.</p>
<b>Closing</b>	<p><i>This week we’ve been thinking about nouns as ideas. Now we can identify several different kinds of nouns!</i></p>
<b>Standards</b>	<p><b>L.1.1.a</b> Use common, proper, and possessive nouns.</p>
<b>Ongoing assessment</b>	<p>During the discussion, listen for evidence that children are becoming more familiar with nouns as a part of speech.</p>

<p><b>Notes</b></p>
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WEEK 4 Day 5

**Vocabulary & Language**  
Carousel Brainstorm

<b>Weekly Question</b>	How do people become leaders?
<b>Language Objective</b>	I can talk with my classmates about important vocabulary from our unit texts and big ideas. (SL.1.1)
<b>Vocabulary</b>	<p><b>rights:</b> things that a society believes every person should have</p> <p><b>citizen:</b> someone who was born in a place, or someone who agrees to follow laws and contribute to the community of a place</p> <p><b>leader:</b> someone who guides other people by telling or showing them what to do</p> <p><b>election:</b> the act of choosing someone for public office with a vote</p> <p><b>vote:</b> to make a formal choice</p> <p><b>government:</b> a group of people who make decisions for a state or country</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Carousel Brainstorm anchor chart</li> <li>● chart paper, 4 pieces</li> </ul> <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"> <li>● markers, one for each child</li> <li>● timer or stopwatch</li> </ul> <p>Plan for four groups of children.</p>
<b>Opening</b>	<i>This week, we'll do our fourth Carousel Brainstorm.</i>
<b>Key Activity</b>	<p>Show the vocabulary cards and review definitions for all of the Weekly Words, highlighting those selected for the Carousel Brainstorm.</p> <p>Talk briefly about some possibilities for recording understanding about one of the words.</p> <p style="text-align: center;"><i>What might I draw or write about the word "election?"</i></p>

	<p>Gather a few ideas. Provide clarifications and examples as needed.</p> <p>Review the Carousel Brainstorm routine as needed.</p> <p><i>Remember that before you begin writing and drawing, you'll talk with your group to share ideas. This is a way for you to collaborate in learning our new words and to show what you understand by writing and drawing.</i></p> <p>Direct each group to a particular paper and then begin the timer. 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.</p>
<b>Closing</b>	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.
<b>Standards</b>	<b>SL.1.1</b> Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.
<b>Ongoing assessment</b>	<p>Listen to children's conversations as they circulate.</p> <p>How do children participate?</p> <p>Review each sheet of chart paper.</p> <p>Do children's drawings and writing reflect an understanding of the vocabulary words?</p>

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

WEEK 4 Day 1



**Text Talk**  
***Doing Your Part***  
 pages 24-25

<b>Big Ideas</b>	People belong to communities. Everyone has a role. Leaders help guide and support their communities.
<b>Weekly Question</b>	How do people become leaders?
<b>Content Objectives</b>	I can answer questions about text features and key details in order to explain what voting is and why it is important. (R.4.1.a , R.8.1 b) I can explain what it means to be part of a community where individuals have responsibilities. (Civics & Government 1) I can explain how citizens are responsible for making fair decisions and choosing leaders by voting. (Civics & Government 2)
<b>Language Objective</b>	I can answer questions about voting. (SL.2.1.a)
<b>Vocabulary</b>	<b>government:</b> people and systems that run a community <b>duty:</b> responsibility <b>follow the laws:</b> do what is allowed by the government <b>responsible:</b> reliable; can be counted on <b>citizen:</b> someone who was born in a place, or someone who agrees to follow laws and contribute to the community of a place <b>research:</b> finding out information about a topic <b>vote:</b> to make a formal choice

<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>• <i>Doing Your Part: Serving Your Community</i>, Kelly Rodgers</li> </ul> <p>On the whiteboard, write: Explain what happens when people vote and why this is important.</p> <p>Prepare the Weekly Question Chart with the question: How do people become leaders?</p>
<p><b>Opening</b> 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 "Vote."</i></p> <p>Set a purpose for reading. <i>As we read today, we will look at important text features and details that clarify what we are learning about voting.</i></p>
<p><b>Text and Discussion</b> 14 minutes page 24</p>	<p>Use the heading as a clue to the section's topic. <i>The heading of this section is called "Vote."</i></p> <p><i>Thumbs up if you have heard of voting before. What do you think it means to <b>vote</b>?</i></p> <p><i>Thumbs up if you have ever gone to the voting polls with a family member or friend. What was it like?</i></p>
<p>page 24, paragraph 1</p>	<p><b>Government</b> is the group of people that run a city, town, state, or country. <b>Duty</b> is something you do because you have to or you believe strongly that it's important. It's a responsibility. To <b>follow the law</b> is to do things that go with the rules of a city, town, state, or country.</p>
<p>page 24, paragraph 2</p>	<p>Check for understanding. <i>What do people do when they vote?</i></p> <p><i>In this paragraph, being a <b>responsible citizen</b> means being someone who belongs to a country and makes informed decisions.</i></p>
<p>page 25 main text</p>	<p><b>Research</b> means thinking carefully and asking questions about a topic.</p> <p><i>What can you do today to make a difference in your community?</i></p>
<p><b>Key Discussion</b> 8 minutes pages 24-25</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>

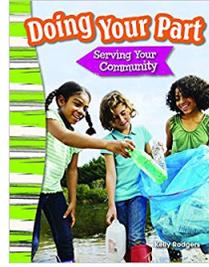
	<p><i>What do you see in the second? Let's read the captions. What new information do we learn?</i></p> <p><i>This section also has a paragraph of text that is set aside in a box. Let's read the text box called Voting Laws.</i></p> <p><i>Think, Pair, Share. Based on the photos, captions, and text box, explain what happens when people vote and why it's important.</i></p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today we read a selection from Doing Your Part about voting. Tomorrow we will think more about the process of electing leaders.</i></p>
<p><b>Weekly Question Chart</b> 1 minute</p>	<p>Refer to the Weekly Question Chart.</p> <p><i>This week we are exploring the question: How do people become leaders? There are many ways people become leaders. In Doing Your Part, we learned that one way that people become leaders is by being elected in a process called voting. Voting is making a formal choice.</i></p> <p><i>Let's record this idea on our chart: People become leaders by being elected in a process called voting.</i></p> <p><i>We can add more to our chart during the week.</i></p>
<p><b>Standards</b></p>	<p><b>R.4.1.a</b> Ask and answer questions about who, what, when, where, and how.</p> <p><b>R.8.1b</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><b>SL.2.1.a</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>Civics &amp; Government 1:</b> 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><b>Civics &amp; Government 2:</b> Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and state laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.</p>
<p><b>Ongoing assessment</b></p>	<p>Listen to children's responses during the whole group discussion and Think, Pair, Share.</p> <p>Are children demonstrating understanding of voting? Are they able to answer questions using evidence?</p>

**Notes**

Empty rectangular box for notes.

Unit 1: Building Strong Communities

WEEK 4 Day 2



**Text Talk**  
**Electing Leaders (slides)**  
 Read 1 of 2  
***Doing Your Part***, pages 24-25

<b>Big Ideas</b>	<p>People in communities have responsibilities, and carrying out these responsibilities contributes to the good of the community.</p> <p>Leaders help guide and support their communities.</p>
<b>Weekly Question</b>	How do people become leaders?
<b>Content Objectives</b>	<p>I can answer key questions about voting and elections. (R.4.1.a)</p> <p>I can identify similarities and differences in two texts on voting. (R.11.1.c, R.11.1.d)</p>
<b>Language Objective</b>	I can describe elections. (SL.3.1.a)
<b>Vocabulary</b>	<p><b>elect:</b> to choose someone or something by voting</p> <p><b>election:</b> an organized way to choose someone or something through a vote</p> <p><b>vote, n:</b> a formal choice, often expressed by a ballot, hand, or voice</p> <p><b>vote, v:</b> to make a formal choice, often by filling out a ballot, raising a hand, or voice</p> <p><b>citizen:</b> someone who was born in a place, or someone who agrees to follow laws and contribute to the community of a place</p> <p><b>similarities:</b> things that are almost the same</p> <p><b>differences:</b> things that are not the same</p>

<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>● Electing Leaders slides On slide 12, insert a photo of a relevant elected leader, such as the mayor or governor.</li> <li>● projector and screen</li> <li>● <i>Doing Your Part</i>, Kelly Rodgers</li> <li>● chart paper Prepare the following chart.</li> </ul> <table border="1" data-bbox="488 451 1370 688"> <thead> <tr> <th data-bbox="488 451 930 520">What's the same?</th> <th data-bbox="930 451 1370 520">What's new?</th> </tr> </thead> <tbody> <tr> <td data-bbox="488 520 930 688"></td> <td data-bbox="930 520 1370 688"></td> </tr> </tbody> </table>	What's the same?	What's new?		
What's the same?	What's new?				
<p><b>Opening</b> 1 minute</p>	<p><i>One responsibility people have in communities is to <b>elect</b>, or choose, leaders. Today's text is a slideshow called Electing Leaders.</i></p> <p>Set a purpose for the lesson. <i>Today we'll answer some key questions to help us understand what happens in an election and why this is important for our nation, or country, and our communities. Then, we will compare what we learned yesterday about voting and what new information we are learning today.</i></p>				
<p><b>Text and Discussion</b> 12 minutes</p> <p>slide 2</p>	<p>Think, Pair, Share. <i>How can people affect what happens in a democratic community?</i></p>				
<p>slide 4</p>	<p><b>Candidates</b> are people who want to become leaders. What are some things that candidates do?</p>				
<p>slide 8</p>	<p><i>How do both citizens and people who are not citizens participate in elections? What is similar and what is different for them?</i></p>				
<p>slide 11</p>	<p>Think, Pair, Share. Why does it matter if lots of people vote?</p>				
<p>slide 12</p>	<p><i>What do elected leaders do?</i></p>				
<p><b>Key Discussion and Activity</b></p>	<p>Think, Pair, Share. <i>What are elections, and why are they important for communities?</i></p>				

11 minutes	<p>Refer to the chart.</p> <p><i>Let's open and re-read the pages called "Vote" in Doing Your Part. What information is the same in "Vote" and in Electing Leaders? What is new? Let's chart a few of the similarities and differences.</i></p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today, we got more information about voting and elections by paying attention to key details in Electing Leaders. Tomorrow we will see if we can put what we are learning into categories that make sense.</i></p>
<p><b>Standards</b></p>	<p><b>R.4.1.a</b> Ask and answer questions about who, what, when, where, and how.</p> <p><b>R.11.1.c</b> With prompting and support, describe the relationship between the text and what person, place, thing, or idea the illustration depicts.</p> <p><b>R.11.1.d</b> With prompting and support, compare and contrast two texts on the same topic.</p> <p><b>SL.3.1.a</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>Civics &amp; Government 1:</b> 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><b>Civics &amp; Government 2:</b> Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and state laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.</p>
<p><b>Ongoing assessment</b></p>	<p>Observe how children participate in whole group and partner discussions, as well as in making the group chart.</p> <p>Can children clearly describe elections?  Are they articulating important details about electing leaders?  How do children grapple with the differences between two texts?  Which similarities and differences do they identify?</p>

**Notes**



Text Talk U1 W4 D2



WEEK 4 Day 3

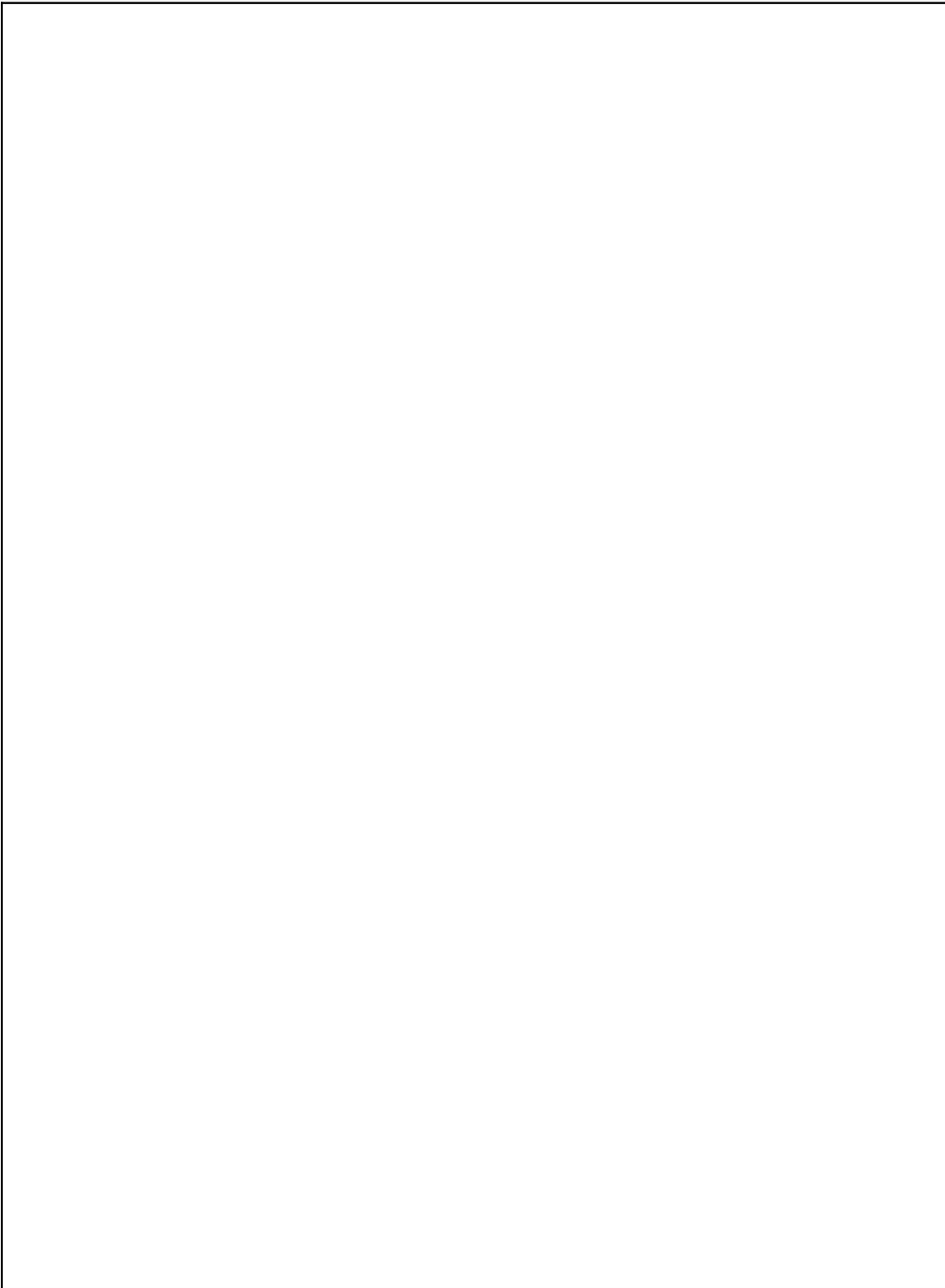
**Text Talk**  
**Electing Leaders (slides)**  
 Read 2 of 2

<b>Big Ideas</b>	<p>People in communities have responsibilities, and carrying out these responsibilities contributes to the good of the community.</p> <p>Leaders help guide and support their communities.</p>
<b>Weekly Question</b>	How do people become leaders?
<b>Content Objective</b>	I can identify and choose the topics of sections of a text about electing leaders, using key details to support my thinking. (R.5.1.b)
<b>Language Objective</b>	I can explain why electing leaders is an important responsibility of voters. (SL.3.1.a, Civics & Government 1, Civics & Government 2)
<b>Vocabulary</b>	<p><b>elect:</b> to choose someone or something by voting</p> <p><b>election:</b> an organized way to choose someone or something through a vote</p> <p><b>vote, n:</b> a formal choice, often expressed by a ballot, hand, or voice</p> <p><b>vote, v:</b> to make a formal choice, often by filling out a ballot, raising a hand, or voice</p> <p><b>citizen:</b> someone who was born in a place, or someone who agrees to follow laws and contribute to the community of a place</p> <p><b>similarities:</b> things that are almost the same</p> <p><b>differences:</b> things that are not the same</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Electing Leaders slides</li> <li>● projector and screen</li> </ul> <p>On the whiteboard, write:</p>

	<p>Choose one topic and tell some details about that topic and why it is important.</p> <p>Why is electing leaders an important responsibility of voters?</p>
<p><b>Opening</b> 1 minute</p>	<p><i>Today we are going to read Electing Leaders again.</i></p> <p>Set a purpose for the lesson. <i>This time we will try to organize our thinking about electing leaders into categories, or topics. We will give headings, or titles, to each topic we identify. Once we do this, we can analyze why electing leaders is so important!</i></p>
<p><b>Text and Discussion</b> 15 minutes slides 3-4</p>	<p><i>What are these two slides mostly about? Why do you think so? What is a heading that we could give this section?</i></p> <p><i>Let's write this heading on the board.</i></p> <p><i>Now, let's list out loud a few details we are learning about candidates.</i></p>
<p>slides 5-6</p>	<p><i>What are these slides mostly about? Why do you think so? What is a heading we could give this section?</i></p> <p><i>Let's write this heading on the board.</i></p> <p><i>Now let's list out loud a few details we are learning about the process of elections.</i></p>
<p>slides 7-9</p>	<p><i>What are these slides mostly about? Why do you think so? What is a heading we could give this section?</i></p> <p><i>Let's write this heading on the board.</i></p> <p><i>Let's list out loud a few details about who gets to vote.</i></p>
<p>slides 10-12</p>	<p><i>What are these slides mostly about? Why do you think so? What is a heading we could give this section?</i></p> <p><i>Let's write this heading on the board.</i></p> <p><i>Let's list a few details about what happens after people vote.</i></p>
<p><b>Key Discussion</b> 8 minutes</p>	<p>Think, Pair, Share. Prompt 1:</p>

	<p><i>Let's review the topics we have named in this text. With your partner, choose one topic and tell some details about that topic and why it is important.</i></p> <p>Prompt 2:  <i>Why is electing leaders an important responsibility of voters?</i>  [Voting is a right and a responsibility. Voters are responsible for electing leaders, paying attention to the leader's actions, and deciding whether or not to re-elect them on the basis of how well they have served citizens.]</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today we organized our reading into different sections. Look at the list we made! Let's read the list—that will tell us what the entire text is about.</i></p> <p><i>Today we talked about why electing leaders is so important.</i></p>
<p><b>Standards</b></p>	<p><b>R.5.1.b</b> Retell key details of texts, including the main topic.  <b>SL.3.1.a</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  <b>Civics &amp; Government 1:</b> 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.  <b>Civics &amp; Government 2:</b> Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and state laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.</p>
<p><b>Ongoing assessment</b></p>	<p>Observe how children participate in whole group and partner discussions.  Do children understand what happens during elections?  Are they able to sort information into sections, or topics, with headings?  Can children explain why electing leaders is an important responsibility of voters?</p>

<p><b>Notes</b></p>
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Text Talk U1 W4 D3



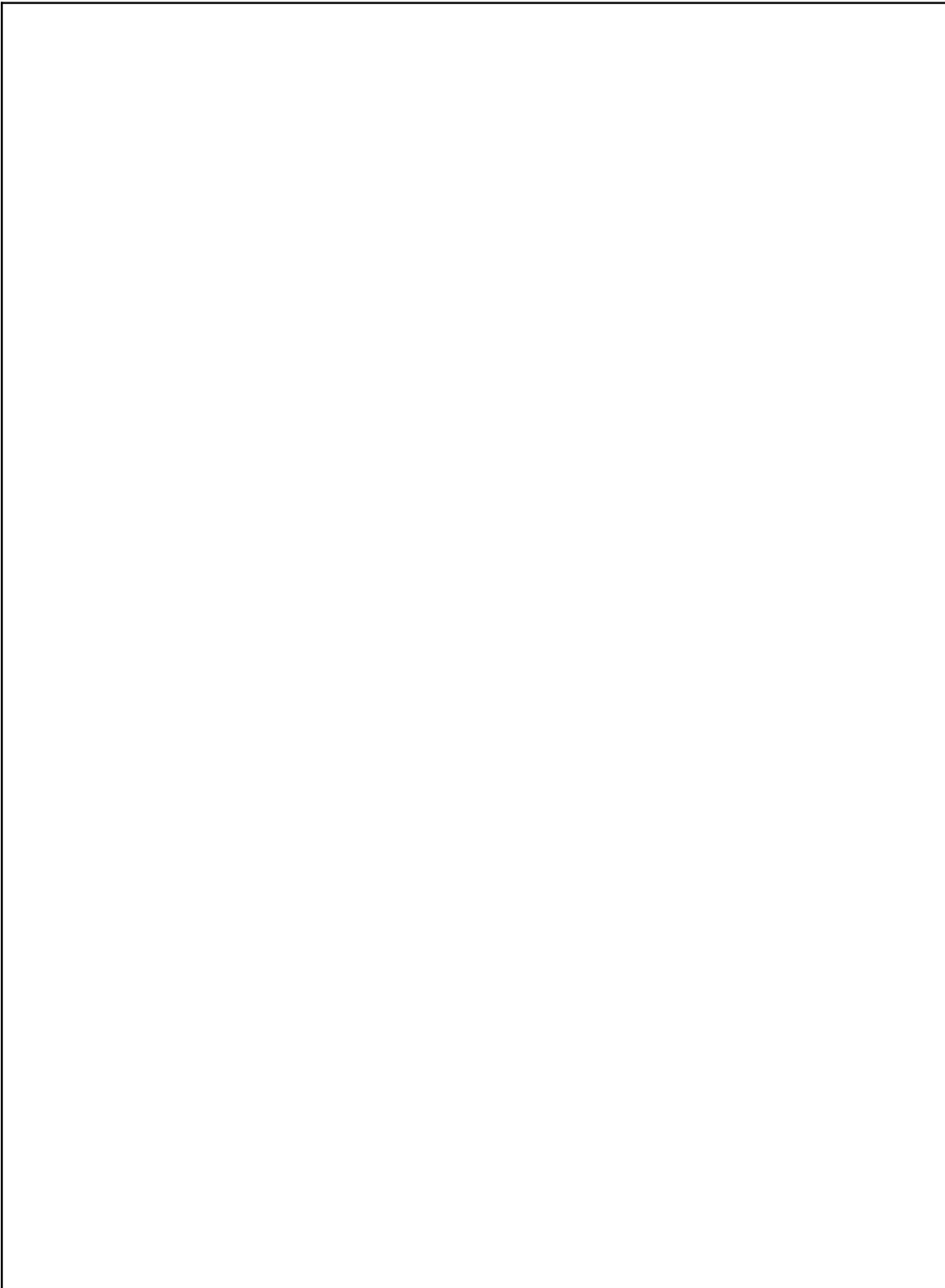
**Text Talk**  
**Voting Images (slides)**

<b>Big Ideas</b>	<p>People belong to communities. Everyone has a role.</p> <p>Leaders help guide and support their communities.</p>
<b>Weekly Question</b>	How do people become leaders?
<b>Content Objective</b>	I can explain what it means to have rights and responsibilities in my community. (Civics & Government 1, Civics & Government 2)
<b>Language Objective</b>	I can ask and answer questions about two images about voting. (SL.2.1.a)
<b>SEL Objectives (Boston)</b>	<p>I can identify personal, cultural, and linguistic assets of myself and others. (SA 4.1)</p> <p>I can recognize my own personal beliefs, judgments, and biases. (SA 4.2)</p>
<b>Vocabulary</b>	<p><b>image:</b> photograph or drawing</p> <p><b>historical:</b> factual and from the past</p> <p><b>amendment:</b> addition to a document</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Voting Images slides</li> <li>● projector and screen</li> </ul> <p>On the whiteboard, write the prompts for the VTS routine.</p> <p>What’s going on in this picture?</p> <p>What do you see that makes you say that?</p> <p>What more can we find?</p>

	<p>Consider the history of voting rights in the United States. Share some of the following historical information about the photograph in Slide 2 as appropriate, after the VTS routine. The photograph was taken in November, 1964. African American men were given the right to vote in 1870 as part of the 15th amendment. Women were given the right to vote as part of the 19th amendment in 1920. Even though this now gave voting rights to African American women, discriminatory practices, including literacy tests, often disenfranchised black female voters. In 1965, the Voting Rights Act passed, outlawing the discriminatory voting practices adopted in many southern states after the Civil War, including literacy tests as a prerequisite to voting.</p>
<p><b>Opening</b> 1 minute</p>	<p><i>Today we will look at historical images about voting. This means we are looking at photographs of real people from the past.</i></p> <p>Set a purpose for reading.</p> <p><i>As we look at the images, we will use Visual Thinking Strategies, or VTS. During this routine, we will focus on what you see in the image and what it makes you think about.</i></p> <p><i>After we discuss each image today, we will then find out a little more about the photographs, deepening our understanding about the history of voting.</i></p>
<p><b>Text and Discussion</b> 23 minutes</p> <p>slide 1</p>	<p>Use the VTS routine to uncover children’s initial responses to and ideas about the first image. Read the content of the posters. Refer to the questions on the board.</p> <ul style="list-style-type: none"> <li>● What’s going on in this picture?</li> <li>● What do you see that makes you say that?</li> <li>● What more can we find?</li> </ul> <p>Give children several minutes to look at this image and offer impressions about it.</p> <p><i>This photo was taken around 1970. Let’s read the words on the posters. What more can we find?</i></p>
<p>slide 2</p>	<p>Use the VTS routine to uncover children’s initial responses to and ideas about the second image. Refer to the questions on the board.</p> <ul style="list-style-type: none"> <li>● What’s going on in this picture?</li> <li>● What do you see that makes you say that?</li> <li>● What more can we find?</li> </ul> <p>Give children several minutes to look at this image and offer impressions about it.</p> <p>Next, share historical information about the image, as appropriate to the group.</p>

	<i>Based on learning more historical information, what more can we find?</i>
<b>Closing</b> 1 minute	<i>Voting has the potential to give people in a democracy some say in how the government runs things.</i>
<b>Standards</b>	<p><b>SL.2.1.a</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>Civics &amp; Government 1:</b> 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><b>Civics &amp; Government 2:</b> Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and state laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.</p> <p><b>(Boston) SEL SA 4.1.</b> Identify personal, cultural and linguistic assets.</p> <p><b>(Boston) SEL SA 4.2.</b> Recognize personal beliefs, judgments and biases.</p>
<b>Ongoing assessment</b>	<p>Notice how children are able to articulate the complicated nature of rights and responsibilities around voting. Notice how children listen and engage, responding directly to the images.</p> <p>How do children respond to the images without any background information?</p> <p>How do children shift their thinking when given more information about the photograph?</p> <p>Are children able to understand that voting is the responsibility of citizens and that it is also a right of all citizens?</p>

**Notes**



Text Talk U1 W4 D4



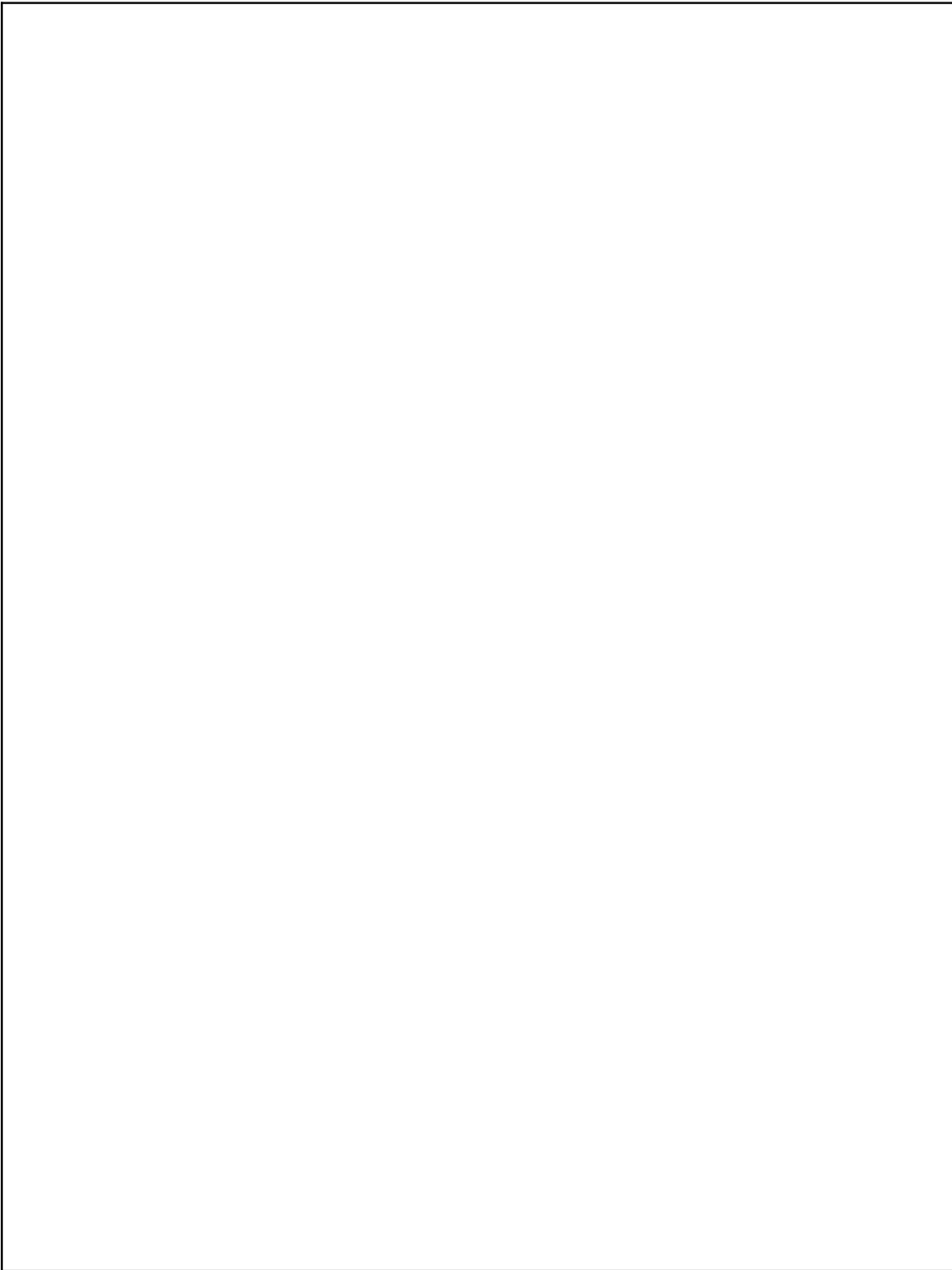
**Text Talk**  
**Marley Dias: #1000BlackGirlBooks (slides)**

<b>Big Ideas</b>	<p>Leaders help guide and support their communities.</p> <p>When people in communities talk, work, play, and learn together, they can create positive change.</p>
<b>Weekly Question</b>	How do people become leaders?
<b>Content Objectives</b>	<p>I can describe the sequence of events in Marley Dias’ life that lead to her becoming a young leader. (R.6.1.b)</p> <p>I can explain the responsibilities Marley Dias took on and how she is inspiring others. (Civics &amp; Government 2)</p>
<b>Language Objective</b>	I can describe the events in Marley Dias’ life. (SL.3.1.a)
<b>Vocabulary</b>	<p><b>collect:</b> gather</p> <p><b>perspectives:</b> points of view</p> <p><b>advocating:</b> supporting an idea</p> <p><b>diverse:</b> varied</p> <p><b>inspire:</b> influence</p> <p><b>emerge:</b> develop or appear</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Marley Dias: #1000BlackGirlBooks slides</li> <li>● projector and screen</li> </ul> <p>On the whiteboard, write:</p> <p>How does Marley Dias become a leader, and why is she important?</p> <p>What inspires you about her as a leader? Why?</p>

	Set aside five minutes at the end of the lesson to synthesize learning on the Weekly Question Chart.
<b>Opening</b> 1 minute	<p><i>Some leaders are not elected. Some people become leaders because they notice a problem and they want to fix it. These kinds of leaders <b>emerge</b>, or develop. Sometimes these leaders are kids!</i></p> <p>Set a purpose for the lesson. <i>Today we'll read about Marley Dias, who is an important young leader. We will think about the sequence of events in her life that lead to her having a big impact on kids reading books.</i></p>
<b>Text and Discussion</b> 12 minutes	<i>What is the problem Marley identifies?</i>
slide 2	
slide 5	<i>After Marley identifies a problem, what does she do about it?</i>
slide 6	<i>Why is it important for Marley to talk to kids and adults all over the United States?</i>
slide 7	<i>Do you feel like you have books to read that have people who look like you? When you do have that, how does it feel?</i>
slides 10	<i>What is Marley doing lately?</i>
<b>Key Discussion</b> 6 minutes	<p>Think, Pair, Share.</p> <p>Prompt 1: <i>How does Marley Dias become a leader and why is she important?</i></p> <p>Prompt 2: <i>What inspires you about her as a leader? Why?</i></p>
<b>Closing</b> 1 minute	<i>Today we learned about Marley Dias and discussed the stages she went through in order to emerge as a leader. She is very inspiring!</i>
<b>Weekly Question Chart</b> 5 minutes	<p>Refer to the Weekly Question Chart. <i>This week we have been thinking about this question: How do people become leaders?</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: voting, elections, emerging as a leader, etc.</p>

	Save this chart for use in Week 5.
<b>Standards</b>	<p><b>R.6.1.b</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>*Note: Though the grade 1 standard only asks children to describe two events, the anchor standard asks children to analyze events over the course of a text.</p> <p><b>SL.3.1.a</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>Civics &amp; Government 2:</b> Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and state laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.</p>
<b>Ongoing assessment</b>	<p>Notice how children are responding in discussions.</p> <p>What kinds of understandings do they have about how leaders emerge without being elected?</p> <p>Can children describe the events in Marley Dias’ life?</p> <p>Do they relate to Marley Dias? Are they inspired by her?</p>

**Notes**



Text Talk U1 W4 D5

WEEK 4

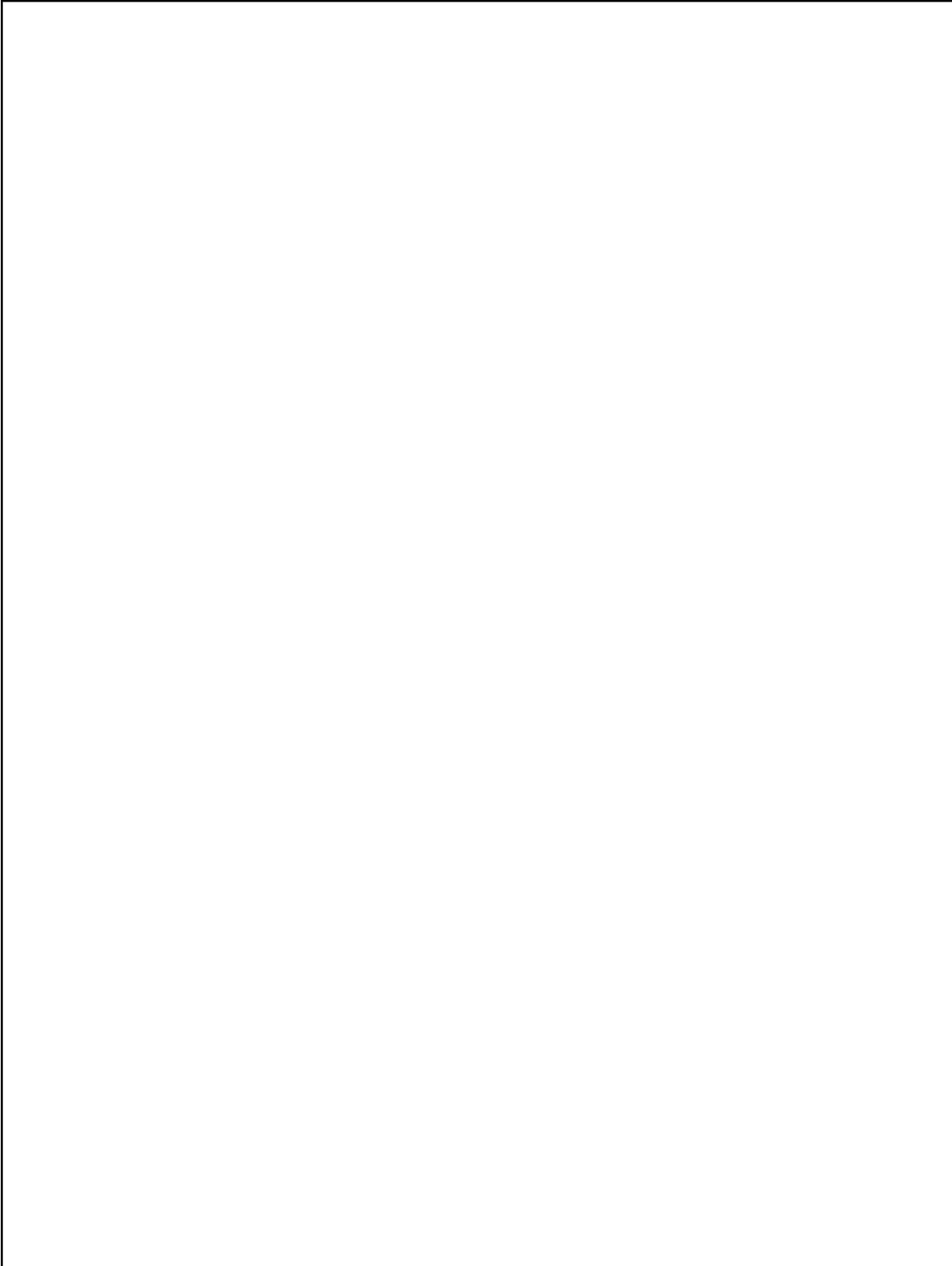
**Shared Reading**  
**“If You’re a Leader and You Know It”**

<b>Weekly Question</b>	How do people become leaders?
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● chart paper and markers</li> </ul> <p>Write out the song for whole group reading.</p> <ul style="list-style-type: none"> <li>● “If You’re a Leader and You Know it” slides</li> <li>● pointer</li> <li>● highlighter tape (optional)</li> </ul>
<b>Opening</b> 1 min	<p><i>Our shared reading text this week is a song called “If You’re a Leader and You Know It.” Thumbs up if you’ve ever sung, “If You’re Happy and You Know It.” This song has the same tune.</i></p> <p><i>Before we read and sing it, let’s practice blending and segmenting sounds.</i></p>
<b>Phonological Awareness</b> 6 min	<p>Blend sounds to make words. (Do not show the text.)</p> <p><i>We are going to blend sounds together to make words that we’ll see in our text.</i></p> <p><i>Listen to these sounds: /k/... /l/... /ā/... /p/. Now say and tap the sounds, then blend them.</i></p> <p><i>How many sounds are there? Show me on your fingers. Let’s tap and blend together. What’s the word?</i></p> <p><i>What vowel sound do you hear?</i></p> <p>Segment sounds.</p> <p><i>Now we’re going to separate, or segment, the sounds in a word. Say “stomp” after me, then tap the sounds you hear. Now let’s stand up and stomp your foot for each sound!</i></p>

	<p><i>How many sounds do you hear? Show the number on your fingers. Now let's say each sound slowly while we all tap the sounds.</i>  <i>/s/.../t/.../o/.../m/.../p/</i></p> <p><i>What sound do you hear first?</i>  <i>What vowel sound do you hear?</i></p> <p><i>What ending sound did you hear in "clap" and "stomp?"</i></p>
<p><b>Shared Reading</b> 12 min</p>	<p>Invite children to echo sing the verse with "clap your hands" with expression, inviting children to chime in as they pick up the verse.</p> <p>Invite children to chorally sing the rest of the song. If children struggle to decode at the verse change, pause to tap and blend words, then continue chorally singing.</p> <p><i>Because this song has lots of repetition, I'm not going to sing it for you today—I think you can sing it by reading the words!</i></p> <p>Connect the song to unit content.  <i>What is a leader?</i></p> <p>Identify high frequency words.  <i>Which trick words do we see in this song?</i></p> <p>Point out the contraction (do not teach the concept for mastery at this point).  <i>The word "you're" is a contraction, which means two words, "you" and "are" have been pushed together with the help of this apostrophe [point to apostrophe] to make "you're."</i></p> <p>Select one child to stand and point as the class does a third read (sing) of a verse the class chooses (clap, tap, or stomp) in unison. Guide the child to scoop phrases appropriately.</p> <p><i>Now you can be a leader!</i></p> <p>Invite one child to suggest a new gesture and to lead the group with the new verse, such as "wiggle your hips" or "nod your head" in place of "clap your hands."</p>
<p><b>Closing</b> 1 min</p>	<p><i>You will continue to practice reading and singing this song at the Reading Station.</i></p>
<p><b>Standards</b></p>	<p><b>Standard R.2:</b> Demonstrate understanding of words, syllables, and sounds (phonemes).</p>

	<p><b>R.2.1.a</b> Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p><b>R.2.1.b</b> Produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p><b>R.2.1.c</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p><b>R.2.1.d</b> Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p><b>R.3.1.b</b> Decode regularly spelled one-syllable words.</p> <p><b>R.12.1.b</b> Read various on-level text with accuracy, appropriate rate, and expression on successive readings.</p>
<p><b>Ongoing Assessment</b></p>	<p>Listen to children as they respond to questions and discussion prompts.</p> <ul style="list-style-type: none"> <li>Do they identify beginning and ending sounds in words?</li> <li>Do they identify medial vowels?</li> <li>Do they blend phonemes?</li> <li>Do they segment phonemes?</li> </ul> <p>Listen to children echo and choral read.</p> <ul style="list-style-type: none"> <li>Do they read with appropriate phrasing and expression?</li> </ul>
<p><b>Daily Practice</b></p>	<p>To reinforce fluency with this text, find five minutes each day for choral or paired reading.</p> <p>In paired reading, two readers sit side by side with text and either:</p> <ul style="list-style-type: none"> <li>● read aloud in unison, supporting each other to decode the text</li> <li>● take turns reading the full text, chiming in to support each other as needed</li> </ul> <p>Possible extensions in small or whole group:</p> <ul style="list-style-type: none"> <li>● Children use letter tiles or write with markers on whiteboards to build or spell words, starting with a word from the poem. For example: lap→ tap→map→ mop.</li> <li>● Children write their own verses that show the actions “leaders” take.</li> </ul>

<p><b>Notes</b></p>
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Shared Reading U1 W4

Name \_\_\_\_\_

## **If You're a Leader And You Know It**

If you're a leader and you know it  
Clap your hands  
If you're a leader and you know it  
Clap your hands  
If you're a leader and you know it  
And you really want to show it  
If you're a leader and you know it  
Clap your hands

If you're a leader and you know it  
Tap your lap  
If you're a leader and you know it  
Tap your lap  
If you're a leader and you know it  
And you really want to show it  
If you're a leader and you know it  
Tap your lap

If you're a leader and you know it  
Stomp your feet  
If you're a leader and you know it  
Stomp your feet  
If you're a leader and you know it  
And you really want to show it  
If you're a leader and you know it  
Stomp your feet

## Unit 1: Building Strong Communities

### WEEK 4

### Stations

Station	Activities	Materials Writing tools at each station
<b>Shared Reading</b>	“If You’re a Leader and You Know It”	<ul style="list-style-type: none"> <li>● Shared Reading text on chart and/or slides</li> <li>● pointer</li> </ul>
<b>Teacher Groups</b>	Strategic small group instruction	<ul style="list-style-type: none"> <li>● as needed</li> </ul>
<b>Reading</b>	Independent and Partner Reading	<ul style="list-style-type: none"> <li>● “If You’re a Leader and You Know It”</li> <li>● individual book bags</li> </ul>
<b>Listening &amp; Speaking</b>  <i>Introduce Listen &amp; Respond on Day 2</i>	Talk, Draw, Talk	<ul style="list-style-type: none"> <li>● Week 4 image (man and child)</li> <li>● Week 4 prompt</li> <li>● sand timers</li> <li>● drawing tools</li> </ul>
	Listen and Respond: Elected Leaders (slides)	<ul style="list-style-type: none"> <li>● audio recording and technology</li> <li>● Elected Leaders slides</li> <li>● Elected Leaders conversation prompts</li> </ul>
<b>Vocabulary</b>	Draw for Meaning <i>individual, role, common good, public space, law, characteristic</i>	<ul style="list-style-type: none"> <li>● <b>Week 3</b> Weekly Words cards</li> <li>● Draw for Meaning sheets</li> </ul>
<b>Science Literacy</b>	Prompt: What can air do?	<ul style="list-style-type: none"> <li>● Week 4 prompt, printed as stickers or copied and cut apart, with glue sticks</li> <li>● science journals</li> <li>● colored pencils and pencils</li> </ul>
<b>Word Work</b>	Fluent Reader’s Challenge	<ul style="list-style-type: none"> <li>● Week 4 Fluent Reader’s Challenge sheets</li> <li>● sand timers</li> <li>● Fluent Reader’s Challenge directions card</li> </ul>
	Say It, Build It, Write It	<ul style="list-style-type: none"> <li>● Week 4 Say It, Build It, Write It sheets</li> <li>● Say It, Build It, Write It directions card</li> </ul>
	Trick Word Memory	<ul style="list-style-type: none"> <li>● Week 4 Trick Word Memory cards</li> <li>● scissors</li> <li>● Memory directions card</li> </ul>

Stations U1 W4

Adapted with permission for Maine Public Schools

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

Maine Department of Education

**Elected Leaders** (slides) Conversation Prompts: Cut apart and provide with text and audio recording.

**Question 1**

What is an election?

**Elected Leaders** slides

**Question 2**

Do you think it is important to vote?  
Why or why not?

**Elected Leaders** slides



<https://www.cfchildren.org/blog/2018/10/addressing-bullying-teaching-children-to-be-active-bystanders/>

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<https://www.cfchildren.org/blog/2018/10/addressing-bullying-teaching-children-to-be-active-bystanders/>

Listening & Speaking W4

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

**Talk Draw Talk**

Look carefully at the image. One way that people become leaders is by showing other people that they care.

Draw a picture of something you do to show that you care about someone or something.

Talk with your partner about your drawing.



Week 4 Prompt

What can air do?	Date _____ Weather _____ Temperature _____
What can air do?	Date _____ Weather _____ Temperature _____
What can air do?	Date _____ Weather _____ Temperature _____
What can air do?	Date _____ Weather _____ Temperature _____
What can air do?	Date _____ Weather _____ Temperature _____
What can air do?	Date _____ Weather _____ Temperature _____
What can air do?	Date _____ Weather _____ Temperature _____

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

Fluent Reader's Challenge

**The** bug **is** in **the** pot.  
His gum **is** in **the** bag.  
Rob bit **the** fig.  
Mom had **a** sip of **pop**.  
Deb had **a** bad cut.  
Meg had **a** red hat.  
**The** cat hid in **his** box.  
**The** wax **is** hot.  
Max **is** his dog.  
**The** wig **is** on Viv.  
**The** fox **is** in his pen.  
Tom had **a** quiz.  
Mom **and** Pat got on **the** bus.  
Did Kim zig **and** zag?  
It is **a** ton **of** fun.  
Dad got **a** box **of** gum.



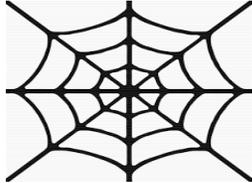
Minutes:

Skills:

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

Word Work Station U1 W4

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

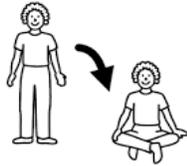
Say It	Build It	Write It
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Say It	Build It	Write It
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		<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px dashed black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/>

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

Word Bank



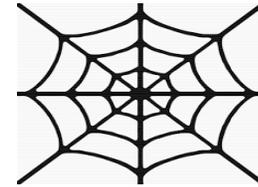
sit



zip



wet



web



hop



zap



box



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Trick Word Memory

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

Word Work Station U1 W4

Unit 1: Building Strong Communities

WEEK 4 Lesson 1

<b>Science and Engineering</b> Exploring Air
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<b>S &amp; E Big Ideas</b>	Air is gas and is all around us. Air makes objects move. Moving air is called wind.
<b>S &amp; E Guiding Question</b>	What can air do?
<b>Content Objective</b>	I can conduct investigations about air. (Practice 3)
<b>Language Objective</b>	I can discuss findings with my partner. (SL.1.1)
<b>Vocabulary</b>	<b>air:</b> a mixture of gases that we breathe <b>blow:</b> to produce or release air through the mouth <b>matter:</b> something that has mass and takes up space <b>gas:</b> matter that can't be seen but is all around, such as air <b>move:</b> to change place or direction

<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>● science journals</li> <li>● string, one 6ft piece</li> <li>● tape (clear)</li> <li>● drinking straw (not flexible or the flex portion removed), one for each group</li> <li>● balloons of assorted shapes and sizes</li> <li>● two objects to tie a string to Tie each end of the string between two chairs, a chair, and a door knob, or other stationary objects in the room.</li> <li>● yardstick or ruler</li> <li>● paper, accordion-folded fan, for demonstration</li> <li>● plastic ziplock bag (gallon size), for demonstration Place the paper fan and straw inside the bag. This will be used as part of the introductory lesson.</li> <li>● chart paper Write the question, What can air do?</li> <li>● <i>Zoom in on Science Concepts-Air</i> by Andrea Rivera. Epic! text Epic Link: <a href="https://www.getepic.com/book/65244588/air?utm_source=t2t&amp;utm_medium=link&amp;utm_campaign=content&amp;share=1442962358">https://www.getepic.com/book/65244588/air?utm_source=t2t&amp;utm_medium=link&amp;utm_campaign=content&amp;share=1442962358</a></li> <li>● <a href="#">Sci Show-Make a Balloon Rocket</a> Link: <a href="https://www.youtube.com/watch?v=KMX7zgaLC0w">https://www.youtube.com/watch?v=KMX7zgaLC0w</a></li> </ul> <p>Cut the string to the desired length (no less than 6ft). Tie one end of the string to a stationary object to secure it. Thread the string through the straw. Tie the remaining end of the string. The string should be taut and straight. If children are able, have them inflate the balloon to a size of their choice. While pinching the end of the balloon, secure it to the underside of the straw with tape. When ready to launch the balloon rocket, release the pinched end of the balloon. Measure how far the balloon travels.</p>
<p><b>Opening</b> 5 minutes</p>	<p><i>In my bag, I have several items. Let's take a look at them. I have a straw, a balloon, and a paper fan. What do you think all of these items have in common?</i></p> <p>Prompt children, if necessary.</p> <p><i>Each of these items uses air differently. Air is all around us. What do we know about air?</i></p> <p>Record children's responses on chart paper.</p> <p><i>Here are three different kinds of matter, solids, liquids, and gasses. Which do you think air is?... <b>Air</b> is a gas which means it takes up space and it takes the shape of whatever object is holding it. Watch this...</i></p> <p>Blow into the plastic bag.</p>

	<p><i>Do you see how this bag became inflated when I blew air into it? The bag now is holding lots of air. This week during your science studio, you will be investigating air. Today we will answer the question, What can air do?</i></p>
<p><b>Text</b> 5 minutes</p>	<p>Show <i>Zoom in on Science Concepts-Air</i> by Andrea Rivera.</p>
<p><b>Investigation</b> 15 minutes</p>	<p>Begin the investigation. Divide children into partners or small groups. Provide children/groups with a balloon. Discuss the safety expectations of balloon usage. Groups will come to the string and straw one at a time. One child will inflate the balloon. Another will help tape the balloon to the straw, and the final person can help complete measuring the distance the balloon has traveled along the string.</p>
<p><b>Closing</b> 5 minutes</p>	<p>Show <a href="#">Sci Show-Make a Balloon Rocket</a>. <i>Our question for today was, What can air do? What did you observe? How did we know there was air in the balloon? What happened when the air escaped?</i> Record responses on the chart paper.  <i>This week we will be exploring what air can do during Studios.</i></p>
<p><b>Standards and Practices</b></p>	<p><b>Practice 3.</b> Planning and carrying out investigations. <b>SL.1.1</b> Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p>
<p><b>Ongoing assessment</b></p>	<p>Reflect on children’s understanding of air based on their entries in the science journal. What do children understand about air? Do they understand that air is matter and can move things? After Stations, review children’s journals. Look for evidence of understanding that air is matter. For example; air can move things, air can fill a balloon or a bag; when air moves we can feel it.</p>

<p><b>Notes</b></p>
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## WEEK 4 Studios



### How do people become leaders?

Children use works of art as inspiration for work in various media and across studios. Oil pastels are introduced in the Art Studio. Children play an animal habitat matching game.

<b>Big Ideas</b>	<p>People benefit from being part of a community.</p> <p>Leaders help guide and support their communities.</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● Procedure paper, from Writing lessons, several copies for each studio</li><li>● Studios prompts, cut apart and added to each bin</li><li>● Studios Planner</li><li>● observation sheets</li></ul> <p>Bring to the whole group meeting only those bins needed for introductions.</p> <p><u>For the Art Studio:</u></p> <ul style="list-style-type: none"><li>● crayons</li><li>● colored pencils</li><li>● white drawing paper</li></ul> <p><u>In preparation for Week 5,</u> collect a variety of cardboard pieces and boxes, plastic boxes, other containers such as cylindrical boxes, and empty paper towel/toilet paper rolls for use in the Art and Building Studios.</p> <p><u>For the Building Studio:</u></p> <ul style="list-style-type: none"><li>● Kapla blocks</li><li>● clipboards with white paper</li><li>● large drawing paper</li></ul>

	<ul style="list-style-type: none"> <li>● writing tools</li> <li>● props to represent people, such as cubes</li> </ul> <p><u>For the Drama Studio:</u></p> <ul style="list-style-type: none"> <li>● fabric squares</li> <li>● clothespins</li> <li>● a selection of Unit 1 and other books</li> </ul> <p>From a unit or other text, choose an illustration of a community-based experience to use as an example in introducing the studio. Examples are a page from <i>Chik Chak Shabbat</i> (Week 2) and Slide 7 from Electing Leaders (Week 4, Day 2).</p> <p><u>For the Library Studio:</u></p> <ul style="list-style-type: none"> <li>● a variety of books, including all Unit 1 books</li> <li>● Book Review sheets</li> <li>● clipboards</li> <li>● writing tools</li> <li>● folder or binder, labeled, in which to store completed Book Reviews</li> </ul> <p><u>For the Science and Engineering Studio:</u></p> <ul style="list-style-type: none"> <li>● Air Bags from lesson 1</li> <li>● objects from around the classroom to experiment with (e.g., a marker, a small piece of paper, a book, a block, etc)</li> <li>● science journals</li> <li>● colored pencils</li> </ul> <p><u>For the Writing and Drawing Studio:</u></p> <ul style="list-style-type: none"> <li>● blank small books children have already made</li> <li>● construction paper and white paper for making books</li> <li>● stapler</li> <li>● writing and illustrating tools, such as pencils and colored pencils</li> <li>● books and images featuring community places</li> </ul> <p>Review Studios descriptions below. Considering the new materials and activities and children’s work to date, decide which studios to introduce explicitly. Prepare the Opening basket and materials accordingly. Include an example of children’s work where possible.</p> <p>Note: Again, send home the Beautiful Stuff letter for families or a similar reminder to collect materials for use in studios.</p>
<b>Opening</b>	<i>We have some new activities in Studios this week!</i>

	<p>Describe and model each studio to the extent needed for children to begin their work, considering which activities will be introduced as new at each of the week’s sessions.</p> <p><i>One more thing you can do in any studio is to write procedures for how to use the materials there! [Show procedure template pages from Writing lessons.] Your classmates can use these procedures when they go to new studios. That’s something you can do as leaders in our school community!</i></p> <p>These procedures might also be shared with kindergarten classrooms in the school, thus amplifying the first graders’ role as leaders in their immediate community.</p> <p><i>At the Science and Engineering Studio, you can continue your investigations of different materials and how air interacts with them.</i></p> <p>Hold up the Studios Planner for children to reference.</p> <p><i>All of the studios are open today. Take a moment to think about which studios you might want to start working in today. Think about which studio you’ll work in if your first choice is too crowded.</i></p> <p><i>Turn and tell your partner your plan and your backup plan. You might say, “My first plan is to go to the Writing and Drawing Studio. If it’s too crowded there, my backup plan is to go to the Art Studio.”</i></p> <p><i>Remember that you can go to any studio to write a procedure, even if there isn’t a big work space available there.</i></p> <p>Ask a couple of children to share their plans, and dismiss all children to begin working.</p>
<p><b>Facilitation</b></p>	<p>As children work, circulate and engage children in conversation about their endeavors. Offer support in the form of material and print resources, strategies, adaptive tools, and consultation with peers.</p> <p>Take observational notes about children’s interests, interactions, approach to materials, use of unit-related and studio-specific vocabulary, encounters with frustration, and questions. Use these notes to plan for upcoming Studios sessions.</p>

	<p>In notes and in conversation with children, look for opportunities to highlight children’s connections to the Weekly Question and the unit’s Big Ideas.</p> <p>While children work, consider which piece of work to bring to the Thinking and Feedback meeting.</p>
<b>Closing Studios</b>	<p>Support smooth clean up of studios materials and organization of works in progress.</p> <p>Facilitate short, whole group meetings after Studios as needed to reinforce habits of work, to identify and celebrate successes and new strategies, and to talk through any challenges that occurred during Studios time.</p>

<p style="text-align: center; font-weight: bold; font-size: 1.2em;">Art</p> 	<p><b>Comparing Media</b></p> <p><u>Objective:</u> I can compare the effects of different drawing media on paper.</p> <p><u>Introduction:</u> <i>You’ve been experimenting with crayons in the Art Studio, and you’ve been using colored pencils for writing and drawing and in the Science Literacy Station. Artists call these <b>media</b>—different kinds of tools and materials they might use for different kinds of projects.</i></p> <p><i>At the Art Studio this week, there are both crayons and colored pencils. Think about a picture you’d like to make. Get two pieces of paper, and make the same drawing two times: once with crayons and once with colored pencils. As you do this, notice the different effects of these media: What kinds of lines can you make? How do the colors look? What textures do you notice?</i></p> <p><u>Process:</u> Children make two drawings of the same (or a similar) image, using first one medium and then the other. As they work, they compare both the experience of using these different media and the effects they produce.</p> <p><u>Facilitation:</u> <i>What kinds of effects can you achieve with the crayons and with the colored pencils?</i> <i>How are crayons and colored pencils the same, and how are they different?</i></p>
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	<p><i>What do you notice about the lines you are creating? You used blue pencil here and blue crayon here; what do you notice about these colors? How do your pictures look the same or different from a close up perspective? What about if you stand at a distance?</i></p> <p><b>Ongoing Assessment:</b> Use the observation sheet to record how children approach and talk about their experiences. What vocabulary do they use? What interests them? What conclusions do they arrive at?</p> <p><b>Thinking and Feedback Possibilities:</b> Bring a pair of drawings to the whole group meeting. Ask the presenting child to talk about what she noticed as she was working with the two different media. Ask other children to share observations and offer feedback about what makes a drawing very successful in either medium. Ask the children in the whole group what ideas for their own artwork they have gleaned from the presented work.</p>
<p><b>Building</b></p> 	<p><b>Places We Gather</b></p> <p><b>Objective:</b> I can represent on paper and with blocks places where people in a community can gather.</p> <p><b>Introduction:</b> <i>Let's make a quick list of the kinds of places people gather in communities.</i></p> <p>As a group, brainstorm a list of community gathering places, such as a bus stop, library, park, concert hall, sports arena, city hall, community center, school.</p> <p><i>You can build some of these places! First, draw a plan of the community gathering place you'd like to build. Remember that you can work on your own or with a classmate or two. It can be challenging to draw with other people, but it's interesting, too, to see their perspectives and get their ideas. Using a larger piece of paper might help you do this.</i></p> <p><i>Once you have a plan, start building! Think about the inside and the outside of your building and all the parts it needs.</i></p> <p><i>Your community place might need some signs to let people know what the building is, where the entrances are... You can</i></p>

*use these small pieces of paper for making any signs that would be helpful to people who would go to this place.*

*Finally, you can use these cubes to represent the people who gather in this place. That might help you think about whether your building is the right size for the people who would like to go there.*

**Process:**

Children choose a place from the group list or think of another community gathering place, draw a plan, and build.

Especially if children work together, they will grapple with perspective, scale, and details.

Once they have a plan, they move from two-dimensional to three-dimensional representation, from paper to blocks. Imagining the people who would gather in this place, they make informational signs.

Adding cubes or other props encourages children to consider scale and movement of people in the space.

**Facilitation:**

*How is this building important in a community?*

*Why would people gather here?*

*How will visitors know what kind of building this is, or how to get in and around it?*

*Is it the right size?*

*Do the signs give me the information I would need if I were to visit this place?*

**Ongoing Assessment:**

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

**Thinking and Feedback Possibilities:**

Using a photo of a built structure alongside its drawn plan, ask presenting children to talk about the challenges and successes of their design and build.

Ask classmates to offer feedback about the structure as a good place for community members to gather.

	<p>Ask classmates to offer observations about the effectiveness of any signage, suggestions for any problems the builders encountered, and ideas about design elements that might be added in follow up buildings.</p> <p>Ask the group in the whole group what ideas for their own building they have gleaned from the presented work.</p>
<p><b>Drama</b></p> 	<p><b>Acting from Books</b></p> <p><u>Objective:</u> I can make a community scene in a text come alive through acting it out with my classmates.</p> <p><u>Introduction:</u> <i>Here is an illustration we have seen before. What’s happening here?</i></p> <p><i>In this illustration, we see a moment that is standing still. The words on the page give us an idea of the action around this moment, but you can make it really come alive in the Drama Studio!</i></p> <p><u>Process:</u> Children choose an illustration and act it out using familiar materials and other props they may identify and add to the studio.</p> <p><u>Facilitation:</u> <i>What is happening in this scene?</i> <i>Can you act it out silently and still show what is going on?</i> <i>What words could you add to this scene?</i> <i>What other characters could you introduce?</i> <i>What happens next in the books, or what else might happen next?</i></p> <p><u>Ongoing Assessment:</u> Observe and record children’s choice of scene, language, and interactions.</p> <p><u>Thinking and Feedback Possibilities:</u> Make space for a small group to act out their scene for the whole group. Show the illustration that inspired the drama. Ask the presenting children to share what they wanted to communicate and any challenges they encountered. Ask classmates to reflect on the effectiveness of the drama: did it communicate what the actors intended? What might make the action</p>

<p style="font-size: 24pt; font-weight: bold; margin: 0;">Library</p> 	<p>or relationships among characters clearer or more engaging?</p> <p><b>Book Reviews</b>  <u>Objective:</u>  I can make recommendations about books for others to read.</p> <p><u>Introduction:</u>  <i>When we read books, we often want to share what we think about them. When a person writes about a book she has read and tells her ideas about the book, that person is called a book critic. Book critics write book reviews.</i></p> <p><i>This week in the Library Studio, you can be book critics and write reviews. First, you'll choose a book to read and look at, by yourself or with a friend. After you spend time with the book, think about your opinion, or ideas and feelings, about the book. You might ask yourself, "Did I like this book? What did I like about it? Who else might like it?"</i></p> <p><i>Then, when others go to the library, they might first take a look at the book reviews to get information about books to look at and read.</i></p> <p>Show and walk through the Book Review sheet. Show children where completed reviews will be stored so that they will be accessible to others.</p> <p><u>Process:</u>  Children browse books independently and with classmates. They talk about what they find. Then they write book reviews to recommend texts to others.</p> <p><u>Facilitation:</u>  <i>I notice you stopped here. What interests you on this page?  What do you think about this book? What do you like about it?  What do you want to tell others about this book? How will you communicate that in your Book Review?</i></p> <p><u>Ongoing Assessment:</u>  Review children's Book Reviews to understand their approach to text and illustration, their comprehension, their drawing and writing, and their interests.</p> <p><u>Thinking and Feedback Possibilities:</u></p>
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	<p>Invite a reviewer to share a book and elaborate on the information included in their Book Review. Generate feedback about the clarity of the review: Was there some information that was not easily understood, and how could that be made more clear?</p>
<p><b>Science and Engineering</b></p> 	<p><b>Exploring Air</b>  <u>Objective:</u>  I can collect and compare data about how air moves different objects.</p> <p><u>Introduction:</u>  Reintroduce materials and processes, as needed, from the week’s Science and Engineering lessons.</p> <p><u>Process:</u>  Children use their air bags (from lesson 1) and found classroom materials to explore how air moves objects. They will use materials from the room (a marker, a small piece of paper, a book, a block, etc), the zipper bag, and the straw introduced in the science lesson to answer the questions:  <i>What is making this object move?</i>  <i>Can you trap air?</i>  <i>Can you feel air?</i>  <i>Can you see air?</i>  <i>Can you hear air?</i></p> <p>In their science journals, children record the date, weather condition, and temperature; they add a new question strip and answer the question, “What can air do?”</p> <p><u>Facilitation:</u>  <i>What is making this object move?</i>  <i>Can you trap air?</i>  <i>Can you feel air?</i>  <i>Can you see air?</i>  <i>Can you hear air?</i></p> <p><u>Ongoing Assessment:</u>  Review children’s journals. Look for evidence of understanding that air is matter. For example; air can move things, air can fill a balloon or a bag; when air moves we can feel it.</p>
<p><b>Writing and Drawing</b></p>	<p><b>Important Places, Important People</b>  <u>Objective:</u>  I can write and draw about places and people that are important in my</p>



community.

Introduction:

*You've been making small books. This week, you might think about places that are especially important in your community—maybe in the community where you live, or in our school community. Or you might think about leaders in a community you belong to. Then you can draw and write in details about that place or person.*

*You could also make a book that names several different important places or people, more like a list.*

Process:

Children use books they make to communicate in drawing and writing about important places and people in the communities they know.

Facilitation:

*What or who is this book about?*

*Why did you decide to write about this place/person?*

*How is this person a leader?*

*Why did you decide to include these particular places/people in your book?*

Ongoing Assessment:

Look closely at children's books. Assess developing writing skills. Note who and what children identify as important in the communities they belong to.

Thinking and Feedback Possibilities:

Bring a book to the whole group.

Ask the author to read or narrate the book and then to say what inspired her to write it.

Encourage classmates to ask questions about the book's content and to suggest what other information they would find helpful to know.

**Standards**

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

Art:

**Visual Arts 1.1.** Use a variety of materials and media, for example, crayons, chalk, paint, clay, various kinds of papers, textiles, and yarns, and understand how to use them to produce different visual effects

Building:

	<p><b>L.1.2e.</b> Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p><u>Drama:</u></p> <p><b>SR 1.2.</b> Demonstrate an understanding of thoughts, feelings, behavior and perspectives of oneself and others.</p> <p><u>Library:</u></p> <p><b>W.1.4.</b> Produce writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><u>Science and Engineering:</u></p> <p><b>Practice 1.</b> Asking questions and defining problems</p> <p><b>Practice 2.</b> Developing and using models</p> <p><u>Writing and Drawing:</u></p> <p><b>RF.1.1.</b> Demonstrate understanding of the organization and basic features of print.</p> <p><b>W.1.4.</b> Produce writing in which the development and organization are appropriate to task, purpose, and audience.</p>
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**Notes**

## Book Review

Name of book critic:

**Title:** \_\_\_\_\_

**Author:** \_\_\_\_\_

This book is: \_\_\_\_\_ **Fiction** \_\_\_\_\_ **Information**

**My Review:** (words or drawings)

**You will like this book if you...**

**You can access this book in:** (where)

## **Art Studio**

What do I notice about the crayons?

What do I notice about the colored pencils?

---

## **Building Studio**

Why is this building important in our community?

What information do people need to visit this building?

---

## **Drama Studio**

What is happening in this scene?

How can I show my audience?

## **Library Studio**

What do I think about this book?

What do I want to tell others about it?

---

## **Science and Engineering Studio**

Am I following the procedure exactly?

What can this tool help me understand?

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## **Writing and Drawing Studio**

What is important to communicate in this book?

Who might read this book?

Unit 1: Building Strong Communities

WEEK 4 Day 1

**Writing Procedure**  
Peer-to-Peer Feedback  
continued from Week 3, Day 5

<b>Content Objective</b>	I can use feedback to revise my writing. (W.1.5, W.1.2, W.1.4)
<b>Language Objective</b>	I can ask my partner questions to understand her/his writing choices and answer questions about my writing choices. (SL.2.1.b)
<b>Vocabulary</b>	<b>feedback:</b> specific, helpful suggestions given to improve work <b>procedure:</b> a genre of writing whose purpose is to give directions to accomplish a goal <b>materials:</b> the items needed to complete a procedure <b>steps:</b> the actions taken to complete a procedure <b>directions:</b> instructions <b>revise:</b> make changes to writing
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● children’s procedures</li><li>● materials needed for completing procedures</li><li>● Procedure Feedback sheets, from Week 3, Day 5</li><li>● writing tools</li></ul>
<b>Opening</b> 1 minute	<i>Today you will continue providing feedback. This time, the partner who did not share will get to share.</i>
<b>Peer-to-Peer Feedback</b> 20 minutes	Show the Procedure Feedback sheet. <i>Remember, this is the paper you will use to provide feedback. The partner sharing today is the writer, and the partner providing feedback is the reviewer.</i>  <i>The writer will read the procedure. As the writer reads each material, the reviewer will gather it. As the writer reads each step, the reviewer will follow the directions to complete the procedure.</i>

	<p><i>After trying out the procedure, the reviewer will answer the two questions: “Does it include all materials?” and “Does it include all steps?” Remember to check “Yes” or “No” after each question and to write down anything that should be added.</i></p> <p>Send partners to the appropriate areas with Procedure Feedback sheets. As the children work, circulate to support them. Choose one child who needs to add materials and/or steps to share her plan for revision.</p> <p>Have children store their Procedure Feedback sheets in their writing folders.</p>
<p><b>Closing</b> 9 minutes</p>	<p>Bring the children back to the whole group. Have the child and her partner share what they found while trying to complete the procedure. Discuss the writer’s plan for adding materials and/or steps.</p> <p><i>Tomorrow you will begin revising your work based on the feedback you received.</i></p>
<p><b>Standards</b></p>	<p><b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details.</p> <p><b>Standard W.3</b> Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.</p> <p><b>W.2.1.a</b> 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><b>SL.2.1.b</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>
<p><b>Ongoing assessment</b></p>	<p>Observe and take notes as children provide feedback.</p> <p>What feedback are children given? Does it match your assessment?</p> <p>What next steps do children set for themselves and each other?</p> <p>Are there any trends emerging?</p>

**Notes**

Unit 1: Building Strong Communities

WEEK 4 Day 2

**Writing Procedure**

Introduction to and Beginning Revising and Publishing

Today’s lesson launches the work of revising and publishing that continues on Days 3-4. This lesson addresses two phases of the work: revisions (children’s individual revisions and teacher-directed small group revisions) and publishing.

Children work individually and with partners or small groups to review their work and plan for revisions, considering whether their work makes sense and follows the purpose of procedure: to give directions to accomplish a goal.

In preparation, the teacher identifies one area of revision for each child, focused on an aspect of structure or language and drawn from observations made throughout the unit. Children then receive guidance from the teacher to make these revisions by meeting in small groups with similar needs.

<b>Content Objective</b>	I can revise my writing to fit the purpose, structure, and language of procedure. (W.2.1.a, W.3.1.b, Standard W.2)
<b>Language Objectives</b>	I can discuss with a partner or small group how my writing should be revised. (SL.1.1)  I can revise my procedure to include precise language. (L.1.1.d, L.1.1.e, L.1.1.f, L.1.1.g, L.1.1.h)
<b>Vocabulary</b>	<b>procedure:</b> a genre of writing whose purpose is to give directions to accomplish a goal <b>revise:</b> make changes to writing <b>publish:</b> to prepare writing for an audience <b>audience:</b> an individual or group for whom a piece of writing is composed <b>feedback:</b> specific, helpful suggestions given to improve work <b>materials:</b> the items needed to complete a procedure <b>steps:</b> the actions taken to complete a procedure

<p><b>Materials and Preparation</b></p>	<p>These materials will be used during Days 2-3 this week.</p> <ul style="list-style-type: none"> <li>● Procedure Observation Tools</li> </ul> <p>Before the lesson, review the children’s Procedure Observation Tools and Procedure Feedback sheets, along with other notes taken during Writing, to identify the strongest area of need for each child. Form groups of children with similar needs. Ideally, children should be divided into four groups: two groups to meet on Day 2 and two groups to meet on Day 3. See the descriptions below to guide possible group focus areas.</p> <p>For Revisions:</p> <ul style="list-style-type: none"> <li>● writing tools</li> <li>● children’s writing folders, including procedures</li> <li>● procedure Materials and Steps sheets and yoga procedures sheets, copies as needed for adding missing parts</li> <li>● procedure mentor texts: <i>Yoga Pretzels</i>, “Build It: Numbers to 20,” <i>Kapla Art Book</i>, volume 4 (beige), jointly constructed procedure</li> <li>● Procedure anchor chart, from Week 1, Day 1</li> </ul> <p>For Small Group instruction:</p> <ul style="list-style-type: none"> <li>● Procedure anchor chart, from Week 1, Day 1</li> <li>● materials needed for completing procedures</li> <li>● Procedure Verbs charts, from Week 3, Day 1</li> </ul> <p>For Publishing:</p> <ul style="list-style-type: none"> <li>● procedure Materials and Steps sheets, and yoga procedures sheets, copies as needed for publishing</li> <li>● system for keeping track of work shared</li> </ul> <p>Choose one child who would like to share a procedure, preferably a child who has not yet shared her work.</p>
<p><b>Opening</b> 5 minutes</p>	<p><i>We have learned a lot about procedures, we wrote a procedure together as a class, and you wrote your own procedures! I am very excited for all of you to be able to try each other’s procedures in Writing and during Studios. This week you are going to revise and publish your work to get it ready for your audience—your classmates.</i></p> <p><i>During the last few days, you tried out procedures with a partner and gave each other feedback. Today you will use that feedback to make your procedure even better.</i></p> <p><i>If you need to add a new material or step to your procedure, get a new sheet of paper to write that part.</i></p>

<p><b>Individual Construction</b> 20 minutes, concurrent with Small Group instruction</p>	<p>Send the children with writing folders to revise their work.</p> <p>After children revise, they may begin to publish materials and steps, by copying illustrations and words onto new sheets of paper, as needed, to make their work clear. Note that all children will not need to copy all of their work. Only illustrations and words requiring significant revision should be copied onto new sheets. On Day 4 children will assemble all of the parts of their procedures into books, posters, or yoga cards.</p>
<p><b>Small Group Possibilities</b> 20 minutes, concurrent with Individual Construction</p>	<p>As children work individually, pull small groups with similar needs to improve one aspect of their writing. The aspects addressed in revisions should be features of procedure taught during the unit. The following are suggestions.</p> <p><u>Stages</u> Review the lesson from Week 1, Day 1. Refer to the Procedure anchor chart. Remind children that procedures include a goal, materials, and steps. Support children with adding parts that are missing, or with putting materials and steps in a logical order. As necessary, have children use materials to support their writing.</p> <p><u>Verbs</u> Review the lesson from Week 2, Day 3. Have children underline the verbs in their writing. In the small group, refer to the Procedure Verbs charts to get ideas for precise imperative verbs. Replace verbs to make the steps more precise. If children are having trouble, have them dramatize each step, possibly using materials, to identify the action needed to complete the step.</p> <p><u>Adjectives</u> Review the lesson from Week 2, Days 5. Remind children that adjectives make materials more precise by telling how much and what kind. Have children collect the materials for their procedure and try to answer How many? and What kind? for each material. Then support them to add appropriate adjectives.</p> <p><u>Adverbs</u> Review the lesson from Week 2, Day 4. Remind children that adverbs make steps more precise by telling how and where. Have children try out their steps and try to answer How? and Where? for each action. Then support them to add appropriate adverbs.</p>
<p><b>Closing</b> 5 minutes</p>	<p>Choose one experience from your small group instruction to share with the class. This should be informative to all children as they grow as writers.</p>



Unit 1: Building Strong Communities

WEEK 4 Day 3

**Writing Procedure**  
Revising and Publishing  
continued from Day 2

<b>Content Objective</b>	I can revise my writing to fit the purpose, structure, and language of procedure. (W.3.1.b, Standard W.2, W.2.1.a)
<b>Language Objectives</b>	I can discuss with a partner or small group how my writing should be revised. (SL.1.1)  I can revise my procedure to include precise language. (W.3.1.b, L.1.1.d, L.1.1.e, L.1.1.f , L.1.1.g , L.1.1.h)
<b>Vocabulary</b>	<b>revise:</b> make changes to writing <b>publish:</b> to prepare writing for an audience <b>procedure:</b> a genre of writing whose purpose is to give directions to accomplish a goal <b>audience:</b> an individual or group for whom a piece of writing is composed
<b>Materials and Preparation</b>	See materials from Day 2
<b>Opening</b> 1 minute	<i>Today you will continue revising and publishing your procedures to get them ready for your audience.</i>
<b>Individual Construction and Small Groups</b> 24 minutes	As children work independently, meet with small groups, as described in Day 2.
<b>Closing</b> 5 minutes	Choose one experience from your small group instruction to share with the class. This should be informative to all children as they grow as writers.
<b>Standards</b>	<b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic

	<p>with details</p> <p><b>Standard W.2:</b> Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p> <p><b>W.2.1.a</b> 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><b>W.2.1.b</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including peer collaboration.</p> <p><b>SL.1.1</b> Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><b>L.1.1.d</b> Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p> <p><b>L.1.1.e</b> Use frequently occurring adjectives.</p> <p><b>L.1.1.f</b> Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p><b>L.1.1.g</b> Use determiners (e.g., articles, demonstratives).</p> <p><b>L.1.1.h</b> Use frequently occurring prepositions (e.g., during, beyond, toward).</p>
<b>Ongoing assessment</b>	Note children’s participation in and understanding of the content of each small group.

**Notes**

Writing U1 W4 D3

Unit 1: Building Strong Communities

WEEK 4 Day 4

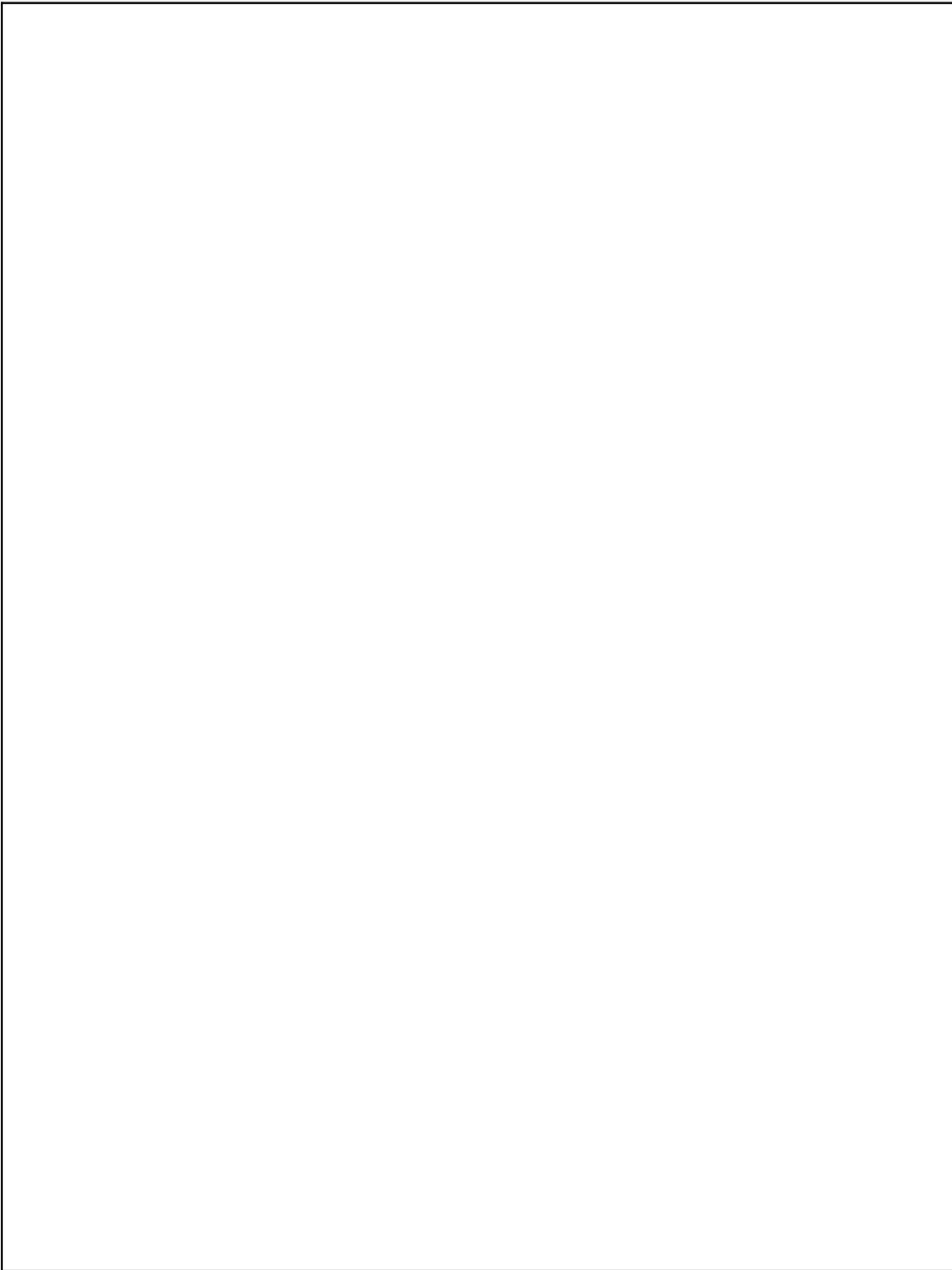
**Writing Procedure**  
Publishing

<b>Content Objective</b>	I can prepare my procedure for an audience. (W.3.1.b, Standard W.2)
<b>Language Objective</b>	I can discuss my plans for publishing with a partner. (SL.1.1)
<b>Vocabulary</b>	<p><b>publish:</b> to prepare writing for an audience</p> <p><b>procedure:</b> a genre of writing whose purpose is to give directions to accomplish a goal</p> <p><b>title:</b> the name of a piece of writing</p> <p><b>goal:</b> aim; objective; what someone wants to accomplish</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● Procedure mentor texts: <i>Yoga Pretzels</i>, “Build It: Numbers to 20,” <i>Kapla Art Book</i>, volume 4 (beige)</li><li>● children’s writing folders, including procedures</li><li>● writing tools</li><li>● procedure Materials and Steps sheets and yoga procedures sheets, copies as needed for publishing</li></ul> <p>Note that children should only create new copies of pages that require significant revisions. Illustrations or words from first drafts may additionally be cut out and pasted to a new sheet if only one or the other needs to be revised.</p> <ul style="list-style-type: none"><li>● blank paper, for publishing the title and goal and for assembling books (if children need to cut and paste parts of their procedures)</li><li>● materials for book binding (could be simply a stapler, or more sophisticated book-binding materials)</li><li>● large sheets of paper for creating posters</li><li>● glue sticks</li><li>● scissors</li><li>● chart paper</li></ul> <p>Prepare the following chart, for planning the Day 5 Presentation and Celebration.</p>

	<table border="1" style="margin: auto;"> <tr> <td style="text-align: center; padding: 10px;"><b>Art</b></td> <td style="text-align: center; padding: 10px;"><b>Building</b></td> </tr> <tr> <td style="text-align: center; padding: 10px;"><b>Drama</b></td> <td style="text-align: center; padding: 10px;"><b>Yoga</b></td> </tr> </table>	<b>Art</b>	<b>Building</b>	<b>Drama</b>	<b>Yoga</b>
<b>Art</b>	<b>Building</b>				
<b>Drama</b>	<b>Yoga</b>				
<p><b>Opening</b> 5 minutes</p>	<p><i>Today you will finish publishing your procedure to get it ready to share with your classmates tomorrow! There are different ways you can publish your work. You might choose to put all of your pages together to make a book.</i></p> <p><i>Or, you might decide that it would be best to see all parts of your procedure at once—like this.</i></p> <p>Show “Build It: Numbers to 20.”</p> <p><i>If you want to have all of your procedure on one page, you will make a poster. You can glue the parts of your procedure to a large sheet of paper.</i></p> <p><i>Or you might be making a yoga card—like this.</i></p> <p>Show one of the <i>Yoga Pretzels</i> cards.</p> <p><i>Think, Pair, Share: Think about your procedure. Would it work best as a book, a poster, or a yoga card?</i></p>				
<p><b>Individual Construction</b> 15 minutes</p>	<p><i>Before you finish publishing today, you will need to write a title and goal for your procedure. Remember, the <b>goal</b> tells what the procedure is about, and is often included in the title.</i></p> <p><i>Think, Pair, Share: What is your procedure about? What do you want your classmates to do?</i></p> <p><i>If you’re writing your procedure as a book, you’ll write your title and goal on a blank sheet of paper for the front cover. If you’re writing your procedure as a poster, you’ll write your title and goal on the top of the chart paper. If you’re writing a yoga card, you’ll write your title and goal on the other side of the card.</i></p>				

	<p><i>After you write your title and goal, figure out which other parts of your procedure you still need to complete. Do you need to add materials or steps? Do you need to copy a material or step that you revised?</i></p> <p>Send the children with writing folders and publishing materials.</p> <p>As children work, circulate to collect children’s titles on the planning chart. Record the title and author of each procedure in the appropriate section of the chart. After collecting titles, assist children with final publishing.</p>
<p><b>Closing</b> 10 minutes</p>	<p>Bring the class back together.</p> <p><i>Tomorrow we will celebrate all of your hard work by trying out each other’s procedures! I collected the titles of each of your procedures and wrote them in groups on the chart.</i></p> <p><i>We need to decide where each procedure will be done, and what materials should be in that area, so the readers can easily find what they need.</i></p> <p>Together with the children, choose one area of the classroom for each type of procedure, and add this information to the chart.</p> <p>Have children visit their assigned area with their procedures to make sure the necessary materials are available. If not, make a plan for how to make them available during Writing the next day.</p>
<p><b>Standards</b></p>	<p><b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details</p> <p><b>Standard W.2</b> Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p> <p><b>SL.1.1</b> Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p>
<p><b>Ongoing assessment</b></p>	<p>Review children’s published work for clarity.</p>

**Notes**



Writing U1 W4 D4

**WEEK 4 Day 5**

**Writing Procedure**  
Presentation and Celebration

<b>Content Objective</b>	I can try out and respond to a procedure. (W.3.1.b)
<b>Language Objective</b>	I can describe my experience following my classmate’s procedure. (SL.1.1)
<b>Vocabulary</b>	<b>procedure:</b> a genre of writing whose purpose is to give directions to accomplish a goal
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● children’s procedures Choose one child’s work for modeling responding to the writer.</li> <li>● Presentation and Celebration Plan chart paper, from Day 4</li> <li>● sticky notes, one pad in each area</li> <li>● pencils, 4-5 in each area</li> </ul>
<b>Opening</b> 5 minutes	<p><i>Today we have a lot to celebrate! You have all worked so hard to write procedures, and today you will try out and respond to each other’s work.</i></p> <p>Review the areas of the classroom where each procedure is located. <i>When you get to the procedure you want to try, you will read it through first so you know what to do. If you have any questions, you can ask a friend in the same area, or you can quickly ask the author. Then, you will collect all of the materials you need. After you have your materials, try out the steps!</i></p> <p><i>When you finish, there are sticky notes and pencils at each area. You will write something to the author about her procedure and stick it to the back. Did you enjoy it? Was it easy to follow? Would you recommend it to someone else? Share a response with the writer.</i></p> <p>Read the chosen procedure and model responding to the work.</p>
<b>Trying out Procedures</b>	Using classroom routines for choosing Studios, dismiss children to read and try out each other’s procedures. As time allows, let children try out one or

20 minutes	more procedures.
<b>Closing</b> 5 minutes	Bring the class back together. Invite the children to describe what it was like to follow a classmate’s procedure, and to share appreciations for each other’s work.  <i>Your procedures will be available to continue using during Studios!</i>
<b>Standards</b>	<b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details. <b>SL.1.1</b> Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.
<b>Ongoing assessment</b>	Reflect and make notes about the unit. What did children understand about the purpose, structure, and language of procedure? What is still challenging? What could be done differently next year?

**Notes**