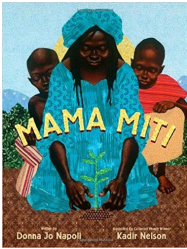
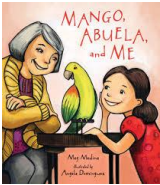


Unit 1: Building Strong Communities

WEEK 5 At a Glance

Weekly Question: What are the qualities of a good leader?		
Texts  	Vocabulary and Language Day 1: Introduce Weekly Words: support, movement, environment Day 2: Introduce Weekly Words: quality, decision, democracy Day 3: Exploring Adjectives Day 4: One Great Sentence Day 5: Carousel Brainstorm	
	Text Talk Day 1: <i>Mama Miti</i> , Read 1 Day 2: <i>Mama Miti</i> , Read 2 Day 3: <i>Mama Miti</i> , Read 3 Day 4: Local Leaders slides, Read 1 Day 5: Local Leaders slides, Read 2	
	Stations Shared Reading: “We’ve Got the Whole World in our Hands” Independent and Partner Reading Listening & Speaking: Talk, Draw, Talk; Listen & Respond (<i>Mama Miti</i>) Science Literacy 1: What types of clouds are in the sky today?, What do the clouds tell us about the weather condition? Vocabulary: Draw for Meaning with Week 4 words Word Work: Fluent Reader’s Challenge, Make New Words, Trick Word Memory	
	Science and Engineering Lessons 1 and 2: Watching Clouds	Studios Continued activities from Week 4; Art and Building Studios are combined
Mentor text 	Writing: Personal Recount Day 1: Pre-Assessment Day 2: Deconstruction: Personal Recount Purpose and Individual Construction: Telling Personal Recounts Day 3: Joint Construction and Individual Construction Day 4: Deconstruction, Joint Construction, and Individual Construction: Orientation Day 5: Deconstruction, Joint Construction, and Individual Construction: Sequence of Events	

At a Glance U1 W5

Unit 1: Building Strong Communities

WEEK 5 Days 1 & 2

Vocabulary & Language

Weekly Words Routine

Weekly Question	What are the qualities of a good leader?				
Language Objective	I can talk with my classmates about words. (SL.1.1) I can connect words to my own real-life experiences. (L.5.1.c)				
Vocabulary	<table><tr><td>Day 1</td></tr><tr><td>support: to agree with something or help someone movement: organized activities where people work together to achieve something environment: the natural world</td></tr><tr><td>Day 2</td></tr><tr><td>quality: something that can be noticed as a part of a person or a thing decision: a choice that a person or a group makes about something democracy: a form of government where people choose leaders by voting</td></tr></table>	Day 1	support: to agree with something or help someone movement: organized activities where people work together to achieve something environment: the natural world	Day 2	quality: something that can be noticed as a part of a person or a thing decision: a choice that a person or a group makes about something democracy: a form of government where people choose leaders by voting
Day 1					
support: to agree with something or help someone movement: organized activities where people work together to achieve something environment: the natural world					
Day 2					
quality: something that can be noticed as a part of a person or a thing decision: a choice that a person or a group makes about something democracy: a form of government where people choose leaders by voting					
Materials and Preparation	● Week 5 Weekly Words cards ● chart paper Create the week’s Weekly Words chart by writing out the Weekly Words and their definitions. Add icons, sketches, or images as needed. ● Weekly Words routine chart (optional)				

Vocabulary & Language U1 W5 D1 & D2

Opening Day 1	<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. Today's words are support, movement, and environment.</i>
Day 2	<i>Today we'll continue learning our words for this week. Today's words are quality, decision, and democracy.</i>
Discussion 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. Support Elaboration: <i>There are different ways to support each other. Sometimes when people are struggling, you can support them by showing them a better way to do something. Other times, you can just remind them that they are smart and can solve the problem.</i> Think, Pair, Share prompt: <i>How can you support a friend who is having a hard time?</i> Movement Elaboration: <i>A movement can start when one person notices a problem that many people have. Once a group of people begin to think and work together to solve it, that group of people becomes a movement.</i> Think, Pair, Share prompt: <i>Why is it easier to solve problems together?</i> Environment Elaboration: <i>The environment is the place all around us. The environment includes plants, animals, rivers, lakes, oceans, and even the air.</i> Think, Pair, Share prompt: <i>If adults don't take care of the environment, what might happen?</i>
Day 2	Quality Elaboration: <i>When we try to describe someone, we usually talk about their qualities. A quality of a person might be that they are kind, helpful, or trustworthy.</i> Think, Pair, Share prompt: <i>What qualities are important in a friend?</i>

Vocabulary & Language U1 W5 D1 & D2

	Decision Elaboration: <i>Every day, we make many decisions for ourselves. Sometimes we make decisions together, as well.</i> Think, Pair, Share prompt: <i>What is a decision you make for yourself? What is a decision we make as a class?</i>
	Democracy Elaboration: <i>Democracy is the name for the type of government we have, where citizens vote to choose our leaders. In some places in the world, only a small group of people get to decide what's best for everyone.</i> Think, Pair, Share prompt: <i>In what ways is our classroom is a democracy?</i>
Closing	<i>This week, we're talking about what makes someone a good leader. The words we're studying this week will help us to think about that.</i>
Standards	SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. L.5.1.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).
Ongoing assessment	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? 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. 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

Vocabulary & Language U1 W5 D1 & D2



support

<https://www.boston.gov/news/15-million-investment-universal-pre-k-guarantee-equitable-access-free-high-quality-pre-k-all>



movement

<https://thecenterforglobalawareness.wordpress.com/2016/04/05/a-tribute-to-kenyan-environmentalist-wangari-maathai/>

Weekly Words U1 W5

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

Maine Department of Education



environment

<https://www.greatersudbury.ca/live/environment-and-sustainability1/>



quality

<http://www.greenbeltmovement.org/>

Weekly Words U1 W5

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



decision

https://www.ted.com/playlists/278/talks_to_watch_when_you_have_a



democracy

<http://bcrnews.net/public-input-helps-to-build-a-better-bus-system/>

Weekly Words U1 W5

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

WEEK 5 Day 3

Vocabulary & Language

Exploring Adjectives

Weekly Question	What are the qualities of a good leader?
Language Objective	I can identify and use adjectives. (L.1.1.e, L.1.1.f, L.1.1.g, L.1.1.h)
Vocabulary	quality: something that can be noticed as part of a person or thing
Materials and Preparation	• Weekly Word card: quality • <i>Mama Miti</i>, Donna Jo Napoli, pages 5 and 18 flagged • whiteboard and marker
Opening	<i>We have been talking about adjectives. Often adjectives describe people and places. Today we will identify and use adjectives that describe a person and a place.</i>
Discussion	<i>This week have been reading Mama Miti, about the important leader, Wangari Maathai. Let's generate a list of adjectives to describe her leadership qualities.</i>
Page 5	<i>Based on the words and the illustrations, what adjectives can we use to describe Wangari as a person?</i> [caring, gentle, helpful] Record responses on the board.
Page 18	<i>Think, Pair, Share. What adjectives can we use to describe Wangari as a leader?</i> [consistent, creative, wise, smart] Record responses on the board. <i>This week we will also read about local leaders. Local is an adjective that means nearby, so local leaders are people who lead our community. Think about Boston. What are some adjectives we can use to describe this place?</i> Record responses on the board.

	<i>Let's write a sentence using some of our adjectives.</i> Generate a sentence and write it on the whiteboard. Encourage the use of Weekly Words and concepts. Read the sentence aloud, underlining the adjectives.
Closing	<i>Today we identified and used some adjectives that describe a person and some adjectives that describe a place.</i>
Standard	L.1.1.e Use frequently occurring adjectives. L.1.1.f Use frequently occurring conjunctions (e.g., and, but, or, so, because). L.1.1.g Use determiners (e.g., articles, demonstratives). L.1.1.h Use frequently occurring prepositions (e.g., during, beyond, toward).
Ongoing assessment	During the discussion, listen for evidence that children are understanding adjectives. Can children identify and use adjectives that describe a person? Can children identify and use adjectives that describe a place?

Notes

Unit 1: Building Strong Communities

WEEK 5 Day 4

Vocabulary & Language

Exploring Adjectives

Weekly Question	What are the qualities of a good leader?								
Language Objective	I can identify and use adjectives. (L.1.1.e, L.1.1.f, L.1.1.g, L.1.1.h)								
Vocabulary	adjective: a word that describes a person, place, thing or idea								
Materials and Preparation	whiteboard and marker On the whiteboard, make the following chart. <table><thead><tr><th>adjectives</th><th>common noun or proper noun</th></tr></thead><tbody><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></tbody></table>	adjectives	common noun or proper noun						
adjectives	common noun or proper noun								
Opening	<i>Two weeks ago when we learned about adjectives, we played a guessing game. We used adjectives to describe and then guess objects in our classroom. This week we're learning about adjectives that describe people and places. Let's play that game again!</i>								
Discussion	<i>I'll say a few adjectives that describe a person in our school community. Let's see if you can guess!</i> Choose a school community member that is well known to the children, such as a custodian, paraprofessional, principal, specialist, or classroom volunteer. <i>I'm thinking of someone who is...</i>								

	Say and write down two or three adjectives to describe this person. Allow children to guess, offering more adjectives as needed to help them identify the person. When they guess correctly, write it down on the chart under “common noun or proper noun” and identify the person’s name as a proper noun, noting that a specific person is named and capitalization is used. <i>Which adjectives helped you guess correctly?</i> Repeat the game with a location in or around the school. <i>Now I’ll say two adjectives that describe a place in or around our school. Let’s see if you can guess!</i> Choose a location that is well known to the children, such as the cafeteria, library, playground, or a specialist’s room. <i>I’m thinking of a place that is...</i> Say and write down two or three adjectives to describe this place. Allow children to guess, offering more adjectives as needed to help them identify the location. When they guess correctly, write it down on the chart under “common noun or proper noun” and identify the location as a common noun. <i>Which adjectives helped you guess correctly?</i> As time allows, invite a child to lead the guessing game and add to the chart.
Closing	<i>This game shows us how important adjectives are when we describe places and people. When you’re writing, remember how powerful adjectives can be.</i>
Standards	L.1.1.e Use frequently occurring adjectives. L.1.1.f Use frequently occurring conjunctions (e.g., and, but, or, so, because). L.1.1.g Use determiners (e.g., articles, demonstratives). L.1.1.h Use frequently occurring prepositions (e.g., during, beyond, toward).
Ongoing assessment	During the discussion, listen for evidence that children are understanding adjectives. Can children name the adjectives that helped them identify each person or place? Can children identify and use adjectives that describe a place?

Unit 1: Building Strong Communities

WEEK 5 Day 5

Vocabulary & Language

Carousel Brainstorm

Weekly Question	What are the qualities of a good leader?
Language Objective	I can talk with my classmates about important vocabulary from our unit texts and big ideas. (SL.1.1)
Vocabulary	support: to agree with something or help someone movement: organized activities where people work together to achieve something environment: the natural world qualities: something that can be noticed as a part of a person or a thing decision: a choice that a person or a group makes about something democracy: a form of government where people choose leaders by voting
Materials and Preparation	● Carousel Brainstorm anchor chart ● chart paper, 4 pieces 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. ● markers, one for each child ● timer or stopwatch Plan for four groups of children. Note: This lesson is planned for children to interact with four words; Adjust for an appropriate number of rounds. It may be that all children work with only two or three words as they build familiarity with the routine.
Opening	<i>It's Carousel Brainstorm day today! Here are the words we'll use:</i> [name the four chosen words and indicate the paper for each one].

Vocabulary & Language U1 W5 D5

Key Activity	Show the vocabulary cards and review definitions for all of the Weekly Words, highlighting those selected for the Carousel Brainstorm. <i>Before we begin, let's take a quick look at our Weekly Words and remind ourselves about each of the words we'll see in our Carousel Brainstorm.</i> Talk briefly about some possibilities for recording understanding about one of the words. <i>What might I draw or write about the word "support?"</i> Gather a few ideas. Provide clarifications and examples as needed. <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> 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. 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 six words, or as many as planned.
Closing	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.
Standards	SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.
Ongoing assessment	Listen to children's conversations as they circulate. How do children participate? Review each sheet of chart paper. Do children's drawings and writing reflect an understanding of the vocabulary words?

Unit 1: Building Strong Communities

WEEK 5 Day 1



Text Talk *Mama Miti* Read 1 of 3

Big Ideas	Leaders help guide and support their communities. When people in communities talk, work, play, and learn together, they can create positive change.
Weekly Question	What are the qualities of a good leader?
Content Objective	I can use key details to describe Wangari Maathai as a leader. (R.6.1.a, Civics & Government 2)
Language Objective	I can talk with care together with my classmates. (SL.1.1)
Vocabulary	movement: an organized activity where many people join together environment: the nature that surrounds us respect: appreciate and honor roots: in this instance, where someone is from seedlings: baby plants or trees firewood: wood to burn for heat and cooking starving: not having enough to eat shelter: protection from the elements like sun, wind, or snow cattle: herd of farm animals like cows
Materials and Preparation	• <i>Mama Miti</i>, Donna Jo Napoli Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the illustration preceding “On the highlands of Africa...” • world map

	On the whiteboard, write: Why do you think it is important that the women share the seedlings with their neighbors? Why would we consider Wangari a leader? What kind of a leader is Wangari? Prepare a Weekly Question Chart, with the question: What are the qualities of a good leader?
Opening 1 minute	<i>Today we will read Mama Miti, by Donna Jo Napoli. This is a story based on the life of an important leader, Wangari Maathai. Today we will read the first half of the book.</i> Build background. <i>Wangari Maathai was an important leader from Kenya. (Show Kenya on the map.) Maathai encouraged people to plant trees. She shared seeds with people, mainly women. Her ideas about planting trees started small and turned into a big movement—an organized activity where many people worked together. This movement, called the Green Belt Movement, changed the environment, or nature, in Kenya. It also deeply affected the communities there.</i> Set a purpose for reading. <i>As we read today, we will identify key details about Wangari Maathai and use these details to support our understanding of what makes a good leader.</i>
Text and Discussion 14 minutes page 3, after first paragraph	Check for understanding of the depiction of Wangari thus far. <i>What kind of person is Wangari?</i>
page 5	<i>What is Wangari doing for this woman and her family? Why is she doing that?</i> Elicit a few responses.
page 7	<i>I notice the text mentions that the family shared fruit and seeds with their neighbors. This reminds me of the neighbors sharing in Chik Chak Shabbat. I am also thinking about what I know about how the Green Belt Movement started, how Maathai was sharing seeds with people. This sharing seems important!</i>
page 11	<i>What does Wangari keep doing again and again? How does she respond to the women seeking help?</i>

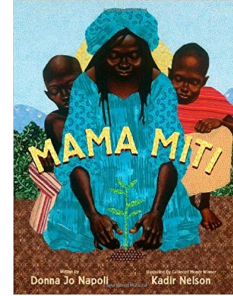
page 14	Stop reading for today.
Key Discussion 8 minutes	Check for clarity. <i>What activities does Wangari do throughout the story so far? Who is affected by her actions?</i> Think, Pair, Share. Prompt 1: <i>Why do you think it is important that the women share the seedlings with their neighbors?</i> Prompt 2: <i>Why would we consider Wangari a leader? What kind of a leader is Wangari?</i>
Closing 1 minute	<i>Today we read the first half of the book Mama Miti, about Wangari Maathai. Tomorrow we will read the rest of the text.</i>
Weekly Question Chart 1 minute	Refer to the Weekly Question Chart. <i>This week we are exploring the question: What are the qualities of a good leader? We talked about the kind of leader Wangari Maathai is according to the book we are reading. How is she a good leader?</i> <i>Let's record one of our ideas about good leaders on this chart.</i> <i>We can add more to our chart during the week.</i>
Standards	R.6.1.a Describe characters, settings, and major events in a story, including details about who, what, when, where, and how. SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. Civics & Government 2: Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and state laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.
Ongoing assessment	Listen to children's responses during whole group time and Think, Pair, Share. Are children able to analyze Wangari Maathai's character? Do they draw connections to her as a leader?

Notes



Unit 1: Building Strong Communities

WEEK 5 Day 2



Text Talk *Mama Miti* Read 2 of 3

Big Ideas	Leaders help guide and support their communities. When people in communities talk, work, play, and learn together, they can create positive change.
Weekly Question	What are the qualities of a good leader?
Content Objectives	I can describe the steps that Wangari Maathai took to have a strong impact on her country. (R.6.1.a) I can describe the ways good leaders like her can impact communities. (Civics & Government 2)
Language Objective	I can talk with care together with my classmates. (SL.1.1)
Vocabulary	movement: an organized activity where many people join together environment: the nature that surrounds us respect: appreciate and honor roots: in this instance, where someone is from seedlings: baby plants or trees firewood: wood to burn for heat and cooking starving: not having enough to eat shelter: protection from the elements like sun, wind or snow cattle: herd of farm animals like cows

Text Talk U1 W5 D2

	impact: to have an effect on someone or something
Materials and Preparation	• <i>Mama Miti</i>, Donna Jo Napoli On the whiteboard, write: What were the steps that led to Wangari having a big impact on her country? What is a small change you can make in your community that might have a big impact?
Opening 1 minute	<i>Today we will read Mama Miti, by Donna Jo Napoli, again. We will read the second half of the book.</i> Set a purpose for reading. <i>As we read today, we will answer questions to clarify the series of events, led by Wangari Maathai, that created positive change in Kenya. We will analyze Maathai's leadership and consider how good leaders impact communities.</i>
Text and Discussion 15 minutes page 15	Check for understanding of the depiction of Wangari thus far. <i>What is happening in Kenya?</i>
page 18	<i>Think, Pair, Share. What series of events happen on this page?</i> Elicit a few responses. <i>As a group, let's summarize the events on this page. Why does the author put these events together, along with the repetition of "Thayu nyumba - peace, my people?"</i>
page 24	<i>Think, Pair, Share. What do you think it means to "live in peace with nature"? Why is this important?</i>
pages 27-28	<i>What do you see in the illustration here? Why do you think the author and illustrator chose to depict this scene in this way?</i> <i>What does the illustration tell us about how the Green Belt Movement develops?</i> Finish reading the text.
Key Discussion 8 minutes	Think, Pair, Share. Prompt 1:

Text Talk U1 W5 D2

	<i>What were the steps that lead to Wangari having a big impact on her country? Having an impact on the country means having an effect on the country.</i> Prompt 2: <i>The author writes: “A green belt of peace started with one good woman offering something we can all do. ‘Plant a tree.’”</i> <i>What is a small change you can make in your community that might have a big impact on the environment or on people?</i>
Closing 1 minute	<i>Today we talked about the steps in Wangari’s development as a leader and an agent of change in Kenya. That helped us think about something we could do to impact our environment or our community!</i>
Standards	R.6.1.a Describe characters, settings, and major events in a story, including details about who, what, when, where, and how. Civics & Government 2: Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and state laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.
Ongoing assessment	Listen to children’s responses during whole group time and Think, Pair and Share. Are children able to tell how changes in Kenya developed? Are children able to explain how Maathai impacted her country with her leadership?

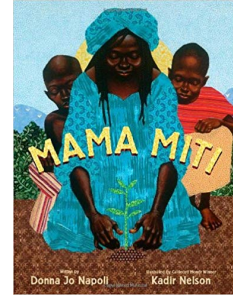
Notes



Text Talk U1 W5 D2

Unit 1: Building Strong Communities

WEEK 5 Day 3

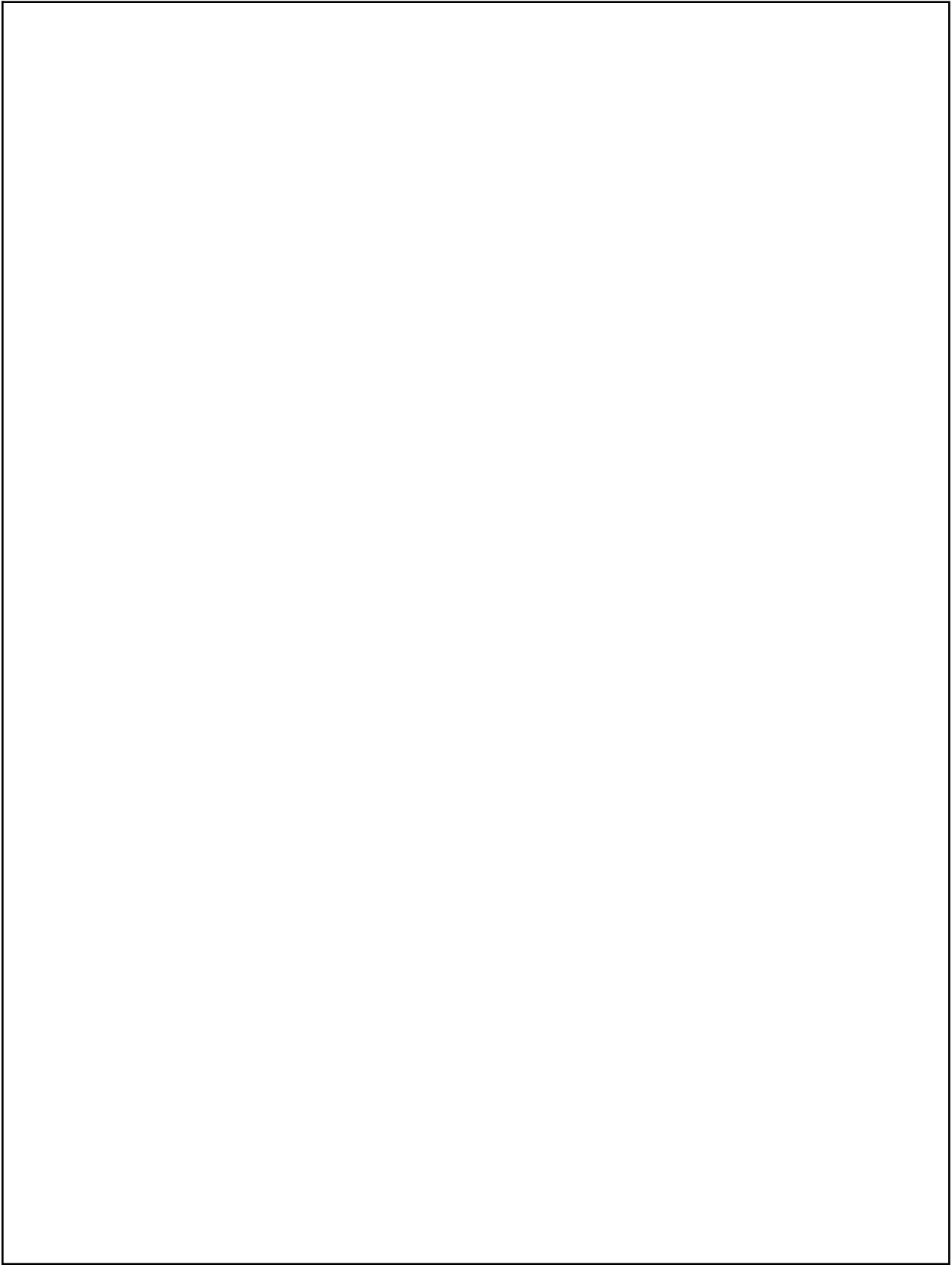


Text Talk *Mama Miti* Read 3 of 3

Big Ideas	Leaders help guide and support their communities. When people in communities talk, work, play, and learn together, they can create positive change.
Weekly Question	What are the qualities of a good leader?
Content Objectives	I can use key details in the text to describe how the actions of women affected the environment. (SL.3.1.b, R.6.1.a) I can use key details from the text to describe Wangari Maathai's leadership. (R.4.1.a, R.6.1.a, Civics and Government 2)
Language Objective	With both pictures and words, I can describe a good leader. (SL.3.1.b)
Vocabulary	movement: an organized activity where many people join together environment: the nature that surrounds us respect: appreciate and honor roots: in this instance, where someone is from seedlings: baby plants or trees firewood: wood to burn for heat and cooking starving: not having enough to eat shelter: protection from the elements like sun, wind, or snow cattle: herd of farm animals like cows

Materials and Preparation	• <i>Mama Miti</i>, Donna Jo Napoli • drawing and writing tools • <i>Mama Miti</i> reading response sheet, one copy for each child On the whiteboard, write: How do actions of the women change the environment, or the natural surroundings, in the villages in Kenya? How does Wangari’s leadership affect both people and nature?
Opening 3 minutes	<i>Today we are going to read Mama Miti again. We will read some information about Wangari Maathai in the back of the book; then we will read parts of the main text. Finally, we will have time to draw and write in response to the book.</i> Read the fourth paragraph in the afterward that begins, “In 1976, Wangari Maathai...” <i>What kinds of things does the Green Belt Movement do? Who does this work, and why is that important?</i> <i>What rights and responsibilities do the women, and people, have in regard to nature?</i> Set a purpose for reading. <i>As we read today, we will note in particular the role of women in relationship to the land and in relationship to their communities. We will think about how Wangari Maathai’s leadership affected the women she spoke with, the people of Kenya, and nature.</i>
Text and Discussion 10 minutes page 7	Page through the book, displaying illustrations. Stop and read page 7. Check for understanding. <i>What do the women and her children do? What happens to the land and their community because of this?</i>
pages 10-14	Page through the book, displaying illustrations. Stop and read pages 10-14. <i>How do the actions of the woman and her daughters reflect the leadership of Wangari Maathai?</i>
pages 21-24	Page through the book, displaying illustrations. Stop and read pages 21-24. Think, Pair, Share. <i>How do actions of the women change the environment, or the natural surroundings, in the villages in Kenya?</i>
Reading Response 10 minutes	<i>Today we are going to do some drawing and writing in response to the book Mama Miti.</i>

	<i>First, what are some things that Wangari Maathai does that demonstrate she is good leader? For example, I might say that Wangari listens to people, and that is something that good leaders do. What other things does Wangari do as a good leader?</i> Elicit several responses. Think, Pair, Share. <i>A lot of Wangari's actions affected both people and the environment. How does Wangari's leadership affect both people and nature?</i> <i>Today, with a combination of drawing and writing, answer these questions: How does Wangari Maathai's leadership impact her environment? How does Wangari Maathai's leadership impact people?</i> As children write and sketch, circulate to support their understandings. Select the work of 2-3 children whose work would be relevant to the whole group to share.
Closing 2 minutes	Have selected students share and explain their drawing, writing, and decisions.
Standards	R.4.1.a Ask and answer questions about who, what, when, where, and how. R.6.1.a Describe characters, settings, and major events in a story, including details about who, what, when, where, and how. SL.3.1.b Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. Civics & Government 2: Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and state laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.
Ongoing assessment	Listen to children's responses during whole group time and Think, Pair, Share. Use written responses as another formative assessment. How do children describe the way women changed the environment in Kenya? How do children demonstrate their understanding of Wangari's effect on both people and nature? How do children demonstrate an understanding of Wangari Maathai as a leader?
Notes	



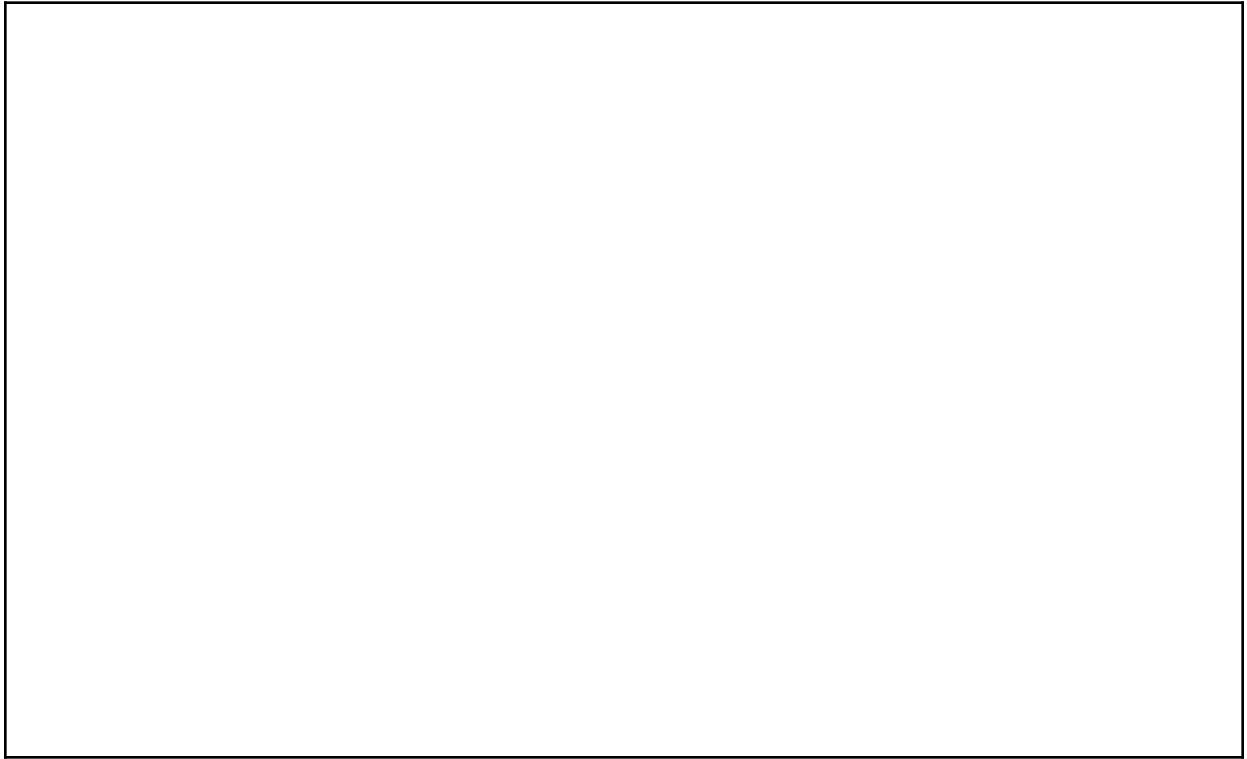
Text Talk U1 W5 D3

Name: _____ Date: _____

How does Wangari Maathai's leadership impact her environment?

Text Talk U1 W5 D3

How does Wangari Maathai's leadership impact people?



Text Talk U1 W5 D3

WEEK 5 Day 4



Text Talk
Local Leaders (slides)
Read 1 of 2

NOTE TO TEACHERS: These slides are about Boston leaders. Please replace with local leaders who are relevant to your children.

Big Ideas	People in communities have responsibilities, and carrying out these responsibilities contributes to the good of the community. Leaders help guide and support their communities.
Weekly Question	What are the qualities of a good leader?
Content Objective	I can answer questions about the activities of local leaders. (RI.1.1, Civics & Government 1)
Language Objective	I can clearly describe local leaders and what they do. (SL.3.1.a)
Vocabulary	local: nearby; near to a neighborhood, city, or state support: help and approve opportunities: chances for something good founders: people who start something, like an organization or company urban: having to do with a city youth: young people; teenagers residents: people who live in an area empowered: feeling strong and confident
Materials and Preparation	● Local Leaders slides ● projector and screen On the whiteboard, write:

	Why are local leaders important? How do local leaders help our communities?
Opening 1 minute	<i>Local leaders are people who lead nearby—in Maine, in _____, or in our neighborhoods.</i> Set a purpose for the lesson. <i>Today we'll answer some key questions about local leaders.</i>
Text and Discussion 17 minutes slide 3	<i>Who is the mayor, and what kinds of things does he do?</i>
slide 5	[replace] <i>Who is Ayanna Pressley? What does she care about?</i>
slide 9	[replace] <i>How can someone become a leader without being elected? Who are some examples of these kinds of leaders?</i>
slide 11	[replace] <i>What kinds of things can leaders of teams do?</i>
slide 13	[replace] <i>What other kinds of leaders do we learn about?</i>
Key Discussion 6 minutes	Think, Pair, Share. <i>Why are local leaders important? How do local leaders help our communities?</i>
Closing 1 minute	<i>Today we learned information about local leaders and how they support their communities.</i>
Standards	R.4.1.a Ask and answer questions about who, what, when, where, and how. SL.3.1.a Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. Civics & Government 1: Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of State government.
Ongoing assessment	Observe how children participate in whole group and partner discussion. How are they articulating important details about local leaders?

Unit 1: Building Strong Communities



WEEK 5 Day 5

Text Talk

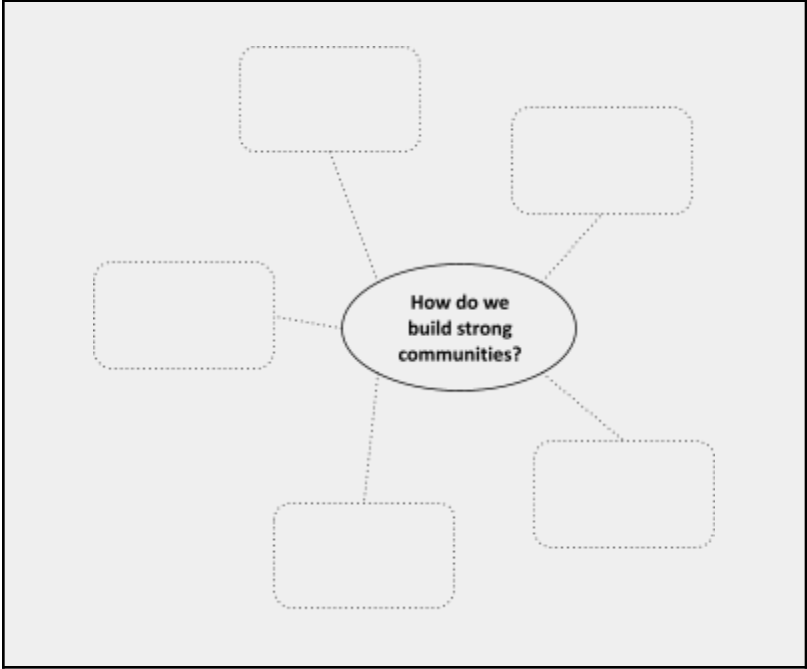
Local Leaders (slides)

Read 2 of 2

Building Strong Communities Chart

Big Ideas	People belong to communities. Everyone has a role. People in communities have responsibilities, and carrying out these responsibilities contributes to the good of the community. People benefit from being part of a community. Leaders help guide and support their communities. Caring for each other builds community. When people in communities talk, work, play, and learn together, they can create positive change.
Weekly Question	What are the qualities of a good leader?
Content Objectives	I can use key details from a text to describe the qualities that make someone a good local leader. (R.4.1.a, Civics and Government 1, Civics and Government 2) I can describe connections among the information on our Weekly Question Charts. (R.6.1.a)
Language Objective	I can clearly explain the good qualities of local leaders. (R.6.1.a)
Vocabulary	decisions: choices collaborative: working well with other people

Text Talk U1 W5 D5

Materials and Preparation	- Local Leaders slides - projector and screen - one copy of each of the unit texts, for reference - markers - Weekly Question charts from Weeks 1-5 Review the charts and notice particularly important ideas and themes that have surfaced. Look especially for ideas that connect to and build upon each other over the course of the weeks. Consider categories by which ideas might be grouped, such as Responsibilities or Leadership (but do not write these on the chart). Before the lesson, post the charts so that they are all visible for the whole group. - chart paper In the center of the paper, write the unit question: How do we build strong communities? Note: the number of boxes will be determined by the conversation with the children. There are six big ideas in the unit, and the boxes might or might not correspond to these. Plan for about 5-8 boxes on the chart. 
Opening 1 minute	Set a purpose for the lesson. <i>Today we'll read Local Leaders again. We will consider what qualities make a good leader. Then we'll look at the ways some of our local leaders demonstrate those qualities.</i>

Text Talk U1 W5 D5

	<i>After we read Local Leaders again, we will take time to review our Weekly Question Charts and think about the big question of the unit: How do we build strong communities?</i>
Text and Discussion 8 minutes slide 8	<i>Good leaders make strong decisions, or choices. From what we read, what are some decisions that local leaders make?</i>
slide 10	<i>Good leaders are collaborative. They work together, like the people working on the Climate Resilience Solutions project.</i>
slide 13	<i>Good leaders use their leadership to give back to the community. This means that they help their communities succeed and grow. How do the leaders we have read about give back to their communities?</i>
Weekly Question Chart 2 minutes	Read the Weekly Question Chart. Quickly note 1-2 essential ideas.
Building Strong Communities Chart 8 minutes	<i>We've been thinking about communities for a few weeks now. Let's look back at some of the ideas we've had so far and see how we can make sense of them all together.</i> Read the highlighted ideas on each Weekly Question Chart. <i>Today we are going to work on the Building Strong Communities Chart. We are going to look at ideas that occur again and again on our Weekly Question Charts and see if they help answer the unit's overarching question: How do we build strong communities?</i> Model synthesizing ideas. <i>I notice these three ideas are all about what makes a good leader. That makes me think: Good leaders are essential, or very important, when building strong communities. I am going to write that sentence in a box on our chart.</i> On the Building Strong Communities Chart, draw a box, write the sentence, and draw a line connecting the box to the question in the center. With children, create 4-7 more sentences that synthesize different ideas from the Weekly Question Charts. Record each sentence in a separate box on the Building Strong Communities chart. This chart will be added to in Week 8.

Text Talk U1 W5 D5

Closing 1 minute	<i>Today we read Local Leaders again, and we started collecting our ideas about the big question of the unit: How do we build strong communities?</i>
Standards	R.4.1.a Ask and answer questions about who, what, when, where, and how. R.6.1.b Describe the connection between two individuals, events, ideas, or pieces of information in a text. SL.3.1.a Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. Civics & Government 1: Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of State government. Civics & Government 2: Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and state laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.
Ongoing assessment	Observe how children participate in partner and whole group discussions. Can they describe the qualities of good leaders and how local leaders demonstrate those? Can they synthesize their learning and find patterns in unit content?

Notes

Unit 1: Building Strong Communities

WEEK 5

Shared Reading “We’ve Got the Whole World in Our Hands”

Weekly Question	What are the qualities of a good leader?
Materials and Preparation	• chart paper and markers Write out the song for whole group reading. • “We’ve Got the Whole World in Our Hands” slides • pointer • highlighter tape (optional)
Opening 1 min	<i>Our shared reading text this week is a song called “We’ve got the Whole World In Our Hands.” Thumbs up if you’ve heard or sung this song before.</i> <i>Before we read and sing it, let’s practice identifying, blending, and segmenting sounds.</i>
Phonological Awareness 8 min	Identify sounds. (Do not show the text.) <i>What beginning sound do you hear in “world?”</i> <i>Yes—we’ve been practicing listening for the /w/ sound in Foundations too!</i> Blend sounds to make words. <i>We are going to blend sounds together to make words that we’ll see in our text.</i> <i>Listen to these sounds: /p/... /e/... /t/. Now say and tap the sounds, then blend them.</i> <i>How many sounds are there? Show me on your fingers. Let’s tap and blend together. What’s the word?</i> <i>What vowel sound do you hear?</i>

Shared Reading U1 W5

	Segment sounds. <i>Now we're going to segment the sounds in a word. Say "got" after me, then tap the sounds you hear.</i> <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. /g/.../o/.../t/</i> <i>What sound do you hear first? What vowel sound do you hear?</i> <i>What ending sound did you hear in "pet" and "got?"</i> Determine syllables. <i>Remember that you learned in K2 how to clap syllables? The word "pet" is a one-syllable word because there is one vowel sound, /e/. Place your hand under your chin as we all say the word "pet."</i> Place a flat hand under chin and feel as the chin pushes the hand down. <i>Our chins drop once.</i> <i>Now listen to this word, "sister," and feel the chin drops for this word. See how this time our chins dropped two times? This word has two syllables. Clap them with me as we say the syllables (sis-ter). There are two vowel sounds, /i/ and /er/.</i> <i>How many syllables in "brother?"</i> Repeat the process of feeling chin drops, then clapping. <i>Hold up fingers for how many syllables are in "brother."</i>
Shared Reading 10 min	Model singing the first two stanzas so children can hear the tune, scooping phrases with a pointer. Invite children to echo sing the next two stanzas, one line at a time. Then chorally sing the final chorus. Connect to the song to unit content. <i>What does it really mean that we've got the whole world in our hands? What does this song have to do with being a leader?</i> Identify the contraction. <i>Just like our text last week, this song has a contraction—two words</i>

Shared Reading U1 W5

	<i>that have pushed together into one. Can you find the contraction? How do you know?</i> <i>Yes—"we're." The words "we" and "are" come together to make "we're." We know this because we see the apostrophe.</i> Select one child to stand and point as the class chorally reads (sings) the full the song. Add hand gestures and body movements, such as for "whole world," "fish," and "birds."
Closing 1 min	<i>You will continue to practice reading and singing this song at the Reading Station.</i>
Standards	R.2.1.a Distinguish long from short vowel sounds in spoken single-syllable words. R.2.1.b Produce single-syllable words by blending sounds (phonemes), including consonant blends. R.2.1.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. R.2.1.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). R.3.1.a Know the spelling-sound correspondences for common consonant digraphs. R.3.1.b Decode regularly spelled one-syllable words. R.12.1.a Read various on-level text with purpose and understanding. R.12.1.b Read various on-level text with accuracy, appropriate rate, and expression on successive readings.
Ongoing Assessment	Listen to children as they respond to questions and discussion prompts. Do they identify beginning, middle and ending sounds in words? Do they identify the number of syllables in words? Do they blend phonemes? Do they segment phonemes? Listen to children echo and choral read. Do they read with appropriate phrasing and expression?
Daily Practice	To reinforce fluency with this text, find five minutes each day for choral, or paired reading. Possible extensions in small or whole group: • With teacher dictation, children use letter tiles or write with markers on whiteboards to build or write single syllable words by changing the initial, final, or middle sounds. • Children write their own verses that show who or what they have

Shared Reading U1 W5

	"in their hands."
--	-------------------

Notes

Name _____

We've Got the Whole World in our Hands

We've got the whole world in our hands.

We've got the whole world in our hands.

We've got the whole world in our hands.

We've got the whole world in our hands.

We've got our brothers and our sisters in our hands.

We've got our friends and our family in our hands.

We've got our pets and our neighbors in our hands.

We've got the whole world in our hands.

We've got the fish in the sea in our hands.

We've got the birds in the sky in our hands.

We've got the animals on land in our hands.

We've got the whole world in our hands.

We've got the whole world in our hands.

We've got the whole world in our hands.

We've got the whole world in our hands.

We've got the whole world in our hands.

Unit 1: Building Strong Communities

WEEK 5

Stations

Station	Activities	Materials Writing tools at each station
Shared Reading	“We’ve Got the Whole World in Our Hands”	- Shared Reading text on chart and/or slides - pointer
Teacher Groups	Strategic small group instruction	as needed
Reading	Independent and Partner Reading	“We’ve Got the Whole World in Our Hands” - individual book bags
Listening & Speaking	Talk, Draw, Talk	- Week 5 image (playing chess) - Week 5 prompt - sand timers - drawing tools
	Listen and Respond: <i>Mama Miti</i>	- audio recording and technology <i>Mama Miti</i> book <i>Mama Miti</i> conversation prompts
Vocabulary	Draw for Meaning <i>rights, citizen, leader, election, vote, government</i>	Week 4 Weekly Words cards - Draw for Meaning sheets
Science Literacy	1: What types of clouds are in the sky today? 2: What do the clouds tell us about weather conditions?	- Week 5 prompts, printed as stickers or copied and cut apart, with glue sticks - science journals - colored pencils and pencils
Word Work	Fluent Reader’s Challenge	- Week 5 Fluent Reader’s Challenge sheets - sand timers - Fluent Reader’s Challenge directions card
	Make New Words	- Week 5 Make New Words sheets - letter tiles - Make New Words directions card
	Trick Word Memory	- Week 5 Trick Word Memory cards - scissors - Memory directions card

Stations U1 W5

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Maine Department of Education

Stations U1 W5

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Maine Department of Education

Mama Miti Conversation Prompts: Cut apart and provide with text and audio recording.

Question 1

How did trees help the community?

Mama Miti

Question 2

Why is Wangari called “the mother of trees”?

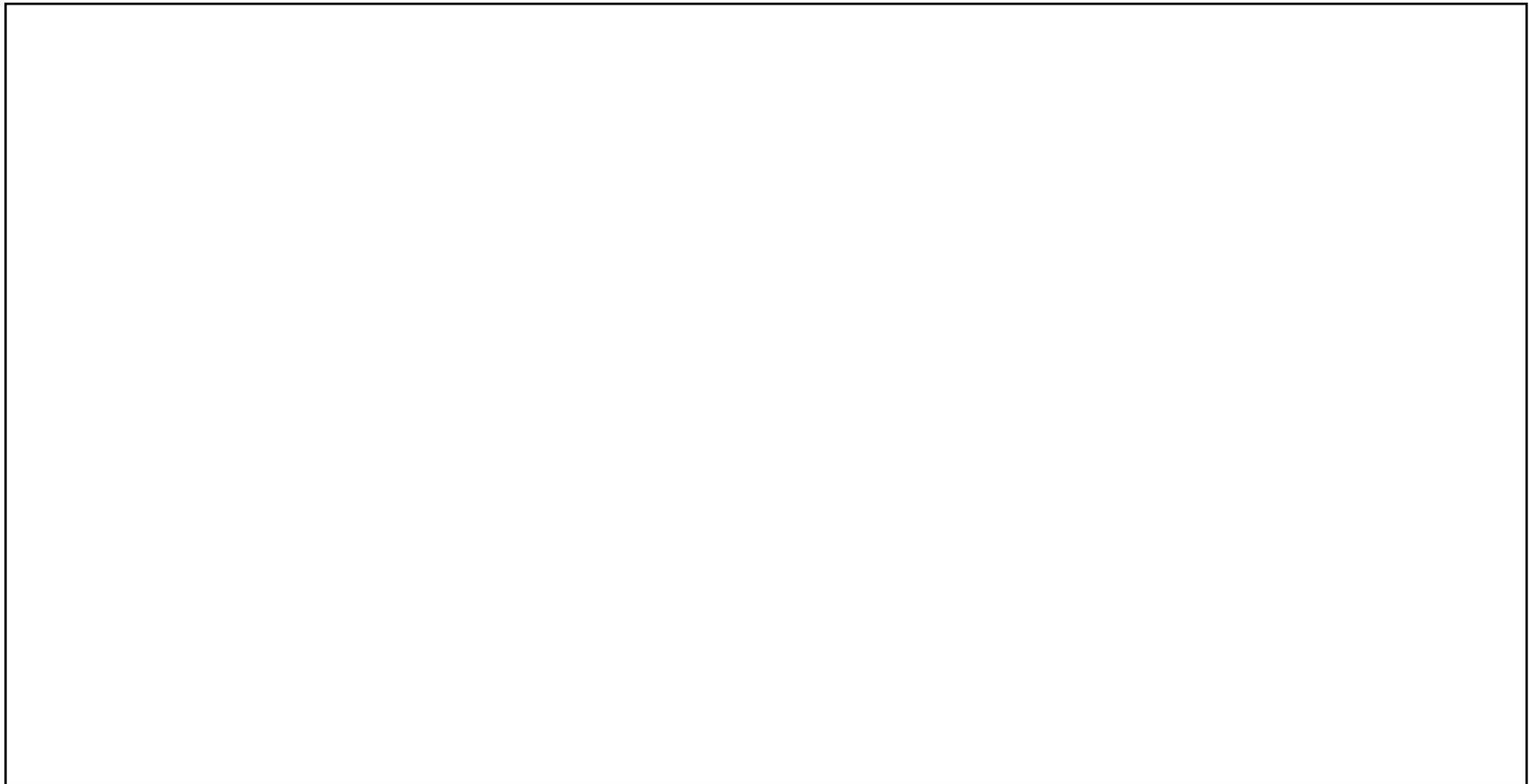
Mama Miti

Listening and Speaking Station U1 W5

Name: _____

Talk Draw Talk

Look carefully at the image. A girl is teaching her younger cousin how to play chess.
Draw a picture of something you could teach to a younger person in your community.
Talk with your partner about your drawing.

A large, empty rectangular box with a thin black border, intended for a student to draw a picture of something they could teach to a younger person in their community.

Listening & Speaking W5

Talk, Draw, Talk Week 5



<https://www.thepositivemom.com/helping-girls-stay-confident>



<https://www.thepositivemom.com/helping-girls-stay-confident>

Listening & Speaking W5

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Maine Department of Education

What types of clouds are in the sky today?	Date _____ Weather _____ Temperature _____
What types of clouds are in the sky today?	Date _____ Weather _____ Temperature _____
What types of clouds are in the sky today?	Date _____ Weather _____ Temperature _____
What types of clouds are in the sky today?	Date _____ Weather _____ Temperature _____
What types of clouds are in the sky today?	Date _____ Weather _____ Temperature _____
What types of clouds are in the sky today?	Date _____ Weather _____ Temperature _____
What types of clouds are in the sky today?	Date _____ Weather _____ Temperature _____

What do the clouds tell us about the weather condition?	Date _____ Weather _____ Temperature _____
What do the clouds tell us about the weather condition?	Date _____ Weather _____ Temperature _____
What do the clouds tell us about the weather condition?	Date _____ Weather _____ Temperature _____
What do the clouds tell us about the weather condition?	Date _____ Weather _____ Temperature _____
What do the clouds tell us about the weather condition?	Date _____ Weather _____ Temperature _____
What do the clouds tell us about the weather condition?	Date _____ Weather _____ Temperature _____
What do the clouds tell us about the weather condition?	Date _____ Weather _____ Temperature _____

Name: _____

Fluent Reader's Challenge

Tim **has a** rash.

The fish **is** hot

Beth had **a** wig **and a** hat.

Dad met Bev at **the** shop.

A big moth got into **the** pot.

Did Tom nab **the** fish?

Did jack rush **to the** bus?

Beth **has to** get **the** pup.



Minutes:

Skills:

Recognize and read grade-appropriate irregularly spelled words.

Read with sufficient accuracy and fluency to support comprehension.

Word Work Station U1 W5

Name: _____

Make New Words

Gather these tiles:

a	e	i	o	u	p	n
m	sh	ch	th	sh	th	

Use the tiles to make words. Then write the words you made.

_____	_____
- - - - -	- - - - -
_____	_____
_____	_____
- - - - -	- - - - -
_____	_____
_____	_____
- - - - -	- - - - -
_____	_____
_____	_____
- - - - -	- - - - -
_____	_____
_____	_____
- - - - -	- - - - -
_____	_____
_____	_____

Skill: Know the spelling-sound correspondences for common consonant digraphs.

Word Work Station U1 W5

Trick Word Memory

the

his

like

go

with

go

that

like

for

the

to

for

to

that

his

with

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

Word Work Station U1 W5

WEEK 5 Lesson 1

Science and Engineering: Observing the Sky: Watching Clouds

S & E Big Ideas	Clouds are made of water, air and particles. Wind moves clouds across the sky. There are different types of clouds depending on the condition of the weather.
S & E Guiding Question	What types of clouds are in the sky?
Content Objective	I can cite evidence to identify a cloud. (SE.ESS1.1,SE.ESS1.2, Practice 6)
Language Objective	I can draw my observations of clouds. (SL.3.1.b)
Vocabulary	cloud: a group of tiny water drops in the sky. Cirrus, cumulus, and stratus are kinds of clouds. cirrus: high, thin, stretched-out clouds composed of ice cumulus: big, fluffy, cotton-ball-looking clouds at low to middle heights in the atmosphere overcast: when the sky is gray and cloudy, but it is not raining or snowing stratus: huge, expansive layers of gray clouds that hang low and fill the sky
Materials and Preparation	● Forming Cumulonimbus (timelapse) video (1:43) link: https://www.youtube.com/watch?v=232LFz-aiz4 or Time-lapse video of spectacular storm clouds rolling over Darwin, Australia video (4:06) link: https://www.youtube.com/watch?v=CKSxv7GwG10 ● Kinds of Clouds poster, large poster for display Print on a large poster printer or replicate on chart paper. ● Kinds of Clouds poster, one 8.5x11 copy for each child ● Cloud type labels, one row per child ● blue construction paper, one sheet per child ● glue sticks

	● scissors, one per child or one for each small group ● cotton balls, 3 per child ● What Are Clouds, by Ellen Lawrence, epic! text
Opening 10 minutes	Show one of the time-lapse videos. Invite children to share their comments about what they saw. Read <i>What are Clouds</i>, pages 12-19. Refer to the Kinds of Clouds poster. Describe the three major types of clouds: cirrus, cumulus, and stratus.
Investigation 15 minutes	Explain to the children that they will be making cloud models using the cotton balls. Demonstrate how to make each cloud type. ● stratus: Pull the cotton ball into thin wispy strips and glue on the paper. ● cumulus: slightly puff out the cotton ball so that it stays dense but has a puffy form. This can be done by gently pulling out the edges. ● stratus: Stretch the cotton ball lengthwise. Keep the cotton ball dense to show the density of the low settling clouds Distribute the blue paper, cotton balls, glue, cloud type labels, and scissors. Children will glue the cloud models onto the paper. They will cut apart the names of the clouds and glue them beneath each cloud model.
Discussion 4 minutes	<i>Let's name the clouds we modeled today!</i> <i>What predictions can you make about the clouds we can see outside today, based on our weather?</i>
Closing 1 minute	<i>Today we learned about different types of clouds and created a model of them.</i>
Standards	K-ESS2-1: Use and share observations of local weather conditions to describe patterns over time.
Ongoing assessment	Review children's clouds. Listen in and take notes as children make observations of clouds. Identify their questions.

KINDS OF CLOUDS



cirrus

feathery clouds
associated with
fair weather



stratus

smooth, gray
clouds that
block out
sunlight; usually
accompanied
by steady rain
and drizzle



cumulus

fluffy and white
with flat
bottoms;
associated with
fair weather

Cloud type labels

1 row per child. Cut the rows and distribute.

[illegible]

WEEK 5 Lesson 2

Science and Engineering: Observing the Sky: Watching Clouds

S & E Big Ideas	Clouds are made of water, air and particles. Wind moves clouds across the sky. There are different types of clouds depending on the condition of the weather.
S & E Guiding Question	What do the clouds tell us about the weather condition?
Content Objectives	I can describe and compare the properties of clouds. (Practice 5) I can make a claim about the type of cloud I am observing and support it with evidence about its properties and the weather condition of that day. (Practice 7)
Language Objective	I can ask and answer questions about the different types of clouds. (SL.1.2.a)
Vocabulary	cloud: a group of very small water drops in the sky. Cirrus, cumulus, and stratus are kinds of clouds. cirrus: high, thin, stretched-out clouds composed of ice cumulus: big, fluffy, cotton-ball-looking clouds at low to middle heights in the atmosphere overcast: when the sky is gray and cloudy, but it is not raining or snowing stratus: huge, expansive layers of gray clouds that hang low and fill the sky
Materials and Preparation	● Week 5, journal prompts, prompt 2 (What do the clouds tell us about the weather condition?), cut apart, 1 for each child To lessen the number of materials to bring outside, pre-glue the prompts prior to the lesson. ● glue sticks ● colored pencils ● What Are Clouds, by Ellen Lawrence, epic! text, pages 4-11

Science and Engineering U1 W5 L2

	Prepare to take children outdoors with their journals, strips, glue, and pencils. Select an area best for observing the sky.
Opening 2 minutes	<i>Yesterday, we made cloud models. Today, we will observe clouds. We will use the clouds to look for evidence of the weather condition. Before we go out, let's review your cloud models from yesterday and read two What are Clouds to guide our observation.</i> Review learning from the previous day and read <i>What are Clouds</i> .
Investigation 18 minutes	Take the children outside and bring the journals, strips, glue, and pencils. If possible, have the children sit in a circle. Explain to the children that they will be making observations today with only their eyes. They should pay close attention to the clouds they see and the weather they observe (e.g., is the sky dark or light, is it windy or calm, warm or cool, etc). <i>What do you notice about the shape of the clouds?</i> <i>Are the clouds moving? What is making them move?</i> <i>What do you think the clouds are made of?</i> <i>What kind(s) of clouds do you see? How can you tell they are ____?</i> <i>Can we see only one type of cloud in the sky?</i> <i>What do these clouds tell us about the weather condition?</i> Children record their observations in their science journals.
Discussion 6 minutes	Bring the children inside. Facilitate a brief conversation to review journals.
Closing 4 minutes	Think, Pair, Share. <i>What type of cloud(s) did we observe today?</i> <i>What do the clouds we saw tell us about the weather conditions?</i> <i>Do you think the clouds we observed today will be the same as the ones you observe tomorrow or the next day?</i>
Standards	K-ESS2-1: Use and share observations of local weather conditions to describe patterns over time.
Ongoing assessment	Do children understand how clouds are associated with weather conditions? How do they explain their thinking?

Science and Engineering U1 W5 L2

WEEK 5 Studios



What are the qualities of a good leader?

Many activities from Week 4 continue.
For Weeks 5 and 6, the Art and Building Studios are combined.

Big Ideas	People benefit from being part of a community. Leaders help guide and support their communities.
Materials and Preparation	● Procedure paper, from Writing lessons, several copies for each studio ● Add any procedures written so far to appropriate bins. ● Studios prompts, cut apart and added to each bin ● Studios Planner ● observation sheets Bring to the whole group meeting only those bins needed for introductions. <u>For the combined Art and Building Studio:</u> ● class-generated list of important gathering places, from Building Studio, Week 4 ● a variety of cardboard pieces and boxes, plastic boxes, and other containers such as cylindrical boxes ● paper towel/toilet paper rolls ● felt squares ● construction paper in various colors Identify a large space, such as the classroom rug, for use of these materials. In addition, existing materials may be made available in different areas for children's continued exploration of the Week 4 activities. <u>Art:</u>

	● crayons ● colored pencils ● white drawing paper <u>Building:</u> ● Kapla blocks ● clipboards with white paper ● writing tools <u>For the Drama Studio:</u> ● fabric squares ● clothespins ● a selection of Unit 1 and other books <u>For the Library Studio:</u> ● a variety of books, including all Unit 1 books ● Book Review sheets ● clipboards ● writing tools ● Folder or binder, labeled, in which to store completed Book Reviews <u>For the Science and Engineering Studio:</u> ● Kinds of Clouds poster ● blue and/or black construction paper ● pencils ● gray and white crayons ● gray and white colored pencils ● erasers ● cotton balls ● Beautiful Stuff materials such as tissue paper, cellophane, bubble wrap, waxed paper, packing peanuts ● scissors ● glue <u>For the Writing and Drawing Studio:</u> ● blank small books children have already made ● construction paper and white paper for making books ● stapler ● writing and illustrating tools such as pencils and colored pencils ● books and images featuring community places
Opening	<i>We have some new and some familiar activities in our studios this week. Let's see what's going on in each studio.</i>

	Offer a brief overview of the studios and introduce particular studios more comprehensively as needed. Hold up the Studios Planner for children to reference. <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> <i>Remember, you can still go to any studio to write a procedure for using the tools and materials there.</i> <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> Ask a couple of children to share their plans, and dismiss all children to begin working.
Facilitation	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. 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. While children work, consider which piece of work to bring to the Thinking and Feedback meeting.
Closing Studios	Support smooth clean up of studios materials and organization of works in progress. 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.

Art 	Building with Recycled Materials <u>Objectives:</u> I can use recycled materials to build a community with connected places. I can draw a map that identifies places in the community we built.
---	--

Studios U1 W5

and Building



Introduction:

We've been collecting recycled materials, and this week we'll begin using them in a combined Art and Building Studio! Your job will be to use these materials to build a model of a community. You'll probably want to work with a few classmates to do this. Think about some of the places you want to include in your community, and use these materials to represent them.

Think about what you want to include—you might want to look back at the list of important places we made last week. As you build, think about where each part would go to organize your community in a way that makes sense. Think about how people would get from one part of the community to another. Do you need bike paths? streets? bus stops or a train station?

When you have built your community, draw a map of it!

Process:

Note: This activity will work best by identifying one group of children to build together at a time and through to completion, rather than having multiple communities being constructed simultaneously.

Children build with recycled materials to represent many different places in an interconnected community. They then create a map of that community.

Facilitation:

Tell me about the community you built.

Tell me about how you made this map.

How did you decide what to include on the map?

Ongoing Assessment:

Use the observation sheet to record how children use materials, represent a three-dimensional model on a map, and interact. Assess children's understanding of how maps are used to represent spaces and help people identify locations.

Thinking and Feedback Possibilities:

Using a photo or photos of the built community (projected), ask presenting children to talk about their challenges and successes in building the community together.

Alternately, ask children to present their map.

If presenting both the built community and the map, help the group focus its feedback on one element or the other, or to reflect specifically

	on how the two interact (giving feedback on both the community and the map as separate pieces of work will take too long).
Drama 	Acting from Books <i>Continues from previous week</i> <u>Objective:</u> I can make a community scene in a text come alive through acting it out with my classmates.
Library 	Book Reviews <i>Continues from previous week</i> <u>Objective:</u> I can make recommendations about books for others to read.
Science and Engineering 	Representing Clouds <u>Objective:</u> I can create representations of clouds with different media. <u>Introduction:</u> <i>We've been looking at clouds. How might you use art materials to represent some of the kinds of clouds we have seen? We know that there are different kinds of clouds, so you might want to use different materials to represent them.</i> Show the materials collected, and allow a moment for children to suggest other materials they might use to represent clouds. <u>Process:</u> Children refer to their science journals, look out the windows, refer to the Clouds poster, and use various materials to represent clouds on paper. <u>Facilitation:</u> <i>What kinds of clouds are you showing here?</i> <i>What else might you add to your picture to show what's happening on this cloudy day?</i> <u>Ongoing Assessment:</u> Observe as children make choices about which materials to use. Listen to their language. Are children using resources to identify and describe the kinds of clouds they represent?

Writing and Drawing 	Important Places, Important People <i>Continues from previous week</i> <u>Objective:</u> I can write and draw about places and people that are important in my community.
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. <u>Combined Art and Building:</u> Geography 1: Students understand the nature and basic ideas of geography by gathering information about their immediate neighborhood and community, including maps, photographs, charts and graphs, then create visual representations of their findings. * Geography 2: Students understand the influence of geography on communities by identifying the impacts of geographic features on communities. <u>Library:</u> Standard W.3 Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose <u>Writing and Drawing:</u> Standard R.1 Demonstrate understanding of the organization and basic features of print. Standard W.3 Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose
Notes	

Unit 1: Building Strong Communities

WEEK 5 Day 1

Writing Personal Recount

Pre-Assessment

Content Objective	I can draw and write a true story from my life. (W.3.1.b)
Language Objective	I can recount a true story from my life to my partner. (SL.1.1.a)
Materials and Preparation	• Personal Recount Pre-Assessment sheet, 3 copies for each child, plus a few extra copies • writing tools • Personal Recount Rubric, one copy for each child • Personal Recount Assessment Reflection
Opening 5 minutes	<i>Most of the time when we write this year, we will work together. You will talk to each other about your writing and get help from your classmates and from me. A few times during the year, I will ask you to write something all by yourselves, without help. This gives me a better idea of what you already know and helps me plan for our new Writing unit.</i> Show the Personal Recount Pre-Assessment sheet. <i>Each of you will get a sheet that looks like this. At the top there is a place to write your name and the date. Then it says "Write a true story from your life." The story could be anything that happened in your life, like something you did with your family, or something you did at school.</i> <i>Before you write, you can practice your story by telling it.</i> Think, Pair, Share. <i>Tell your partner a true story from your life.</i>
Individual Construction 24 minutes	Send the children with writing tools and Pre-Assessment sheets.

Writing U1 W5 D1

Closing 1 minute	<i>It's so helpful for me to read your writing and to see what you already know! Tomorrow we will begin learning about a new genre of writing.</i>
Standards	W.3.1.b Use a combination of drawing and writing to communicate a topic with details. SL.1.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
Ongoing assessment	Use the Personal Recount Rubric to score each child's work. Then, complete the Personal Recount Reflection to plan for next steps.

Notes

Personal Recount Pre-Assessment

Name: _____ Date: _____

Write a true story from your life.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line for letter height guidance. There are ten sets of these lines on the page.

Grade 1 Personal Recount Rubric

Child's Name: _____

Purpose (W.3.1.b)	Not Observed	1	2	3	4
to document a sequence of events; to entertain		Reflects a different purpose than required by the task.	Purposes are mixed.	Mostly accurate but one or more sentences deviate from purpose.	Accurate purpose and all sentences support the genre purpose.
Structure (W.3.1.b)	Not Observed	1	2	3	4
Orientation: introduces who the story is about, where and when it happened, and what happened		Attempts to Introduce the story, but most elements are missing or unclear.	Attempts to Introduce the story, but elements are missing or unclear.	Introduces who the story is about and when and where it happened.	Introduces who the story is about, where and when it happened, and what happened.
Sequence of Events: Includes all events documented in sequence; includes major and sub-events		Central event is vague or unclear. Does not include detail; may be very brief.	Recounts a single event. Detail is minimal and/or seems unrelated to the sequence of events.	Recounts two or more sequenced events. Includes some development of events.	Recounts and develops three or more sequenced events.
Conclusion: concludes the recount with a final event, by talking about why the experience was important, or with a feeling		Ends abruptly.	Conclusion is vague or confusing.	Concludes the recount with a final event, by talking about why the experience was important, or with a feeling.	Concludes the recount with a final event, by talking about why the experience was important, or with a feeling. Creates a satisfying ending.

Writing U1 W5 D1

Language	Not Observed	1	2	3	4
Verbs: uses a variety of verbs to develop the topic and characters (L.1.1d)		Verbs are written in different tenses. The same verbs are repeated throughout.	Most verbs are written in the past tense and related to the topic.	Includes past tense verbs related to the topic.	Includes a variety of past tense verbs related to the topic. Verbs help to develop characters.
Phrases of Time: introduces new events with phrases that indicate when they happened ("The next day," rather than "Next.") (L.1.1.f)		Lack of temporal words and phrases causes confusion.	Minimal or no use of temporal words and phrases to signal event order.	Introduces most new events using phrases of time.	Introduces all new events using phrases of time.
Conventions	Not Observed	1	2	3	4
Sentence Complexity (L.1.1.i)		Errors in usage are frequent; sentences are often difficult to understand.	Writes in clear simple sentences and phrases.	Writes in complete simple and compound sentences.	Uses a variety of simple and compound sentences.
Capitalization (L.2.1.a)		Minimal or incorrect use of upper case letters.	Inconsistently capitalizes the first word in a sentence, the pronoun <i>I</i> , names, and dates.	Capitalizes the first word in a sentence, the pronoun <i>I</i> , names, and dates.	No errors in capitalization.
Punctuation (L.2.1.b)		Errors in end punctuation are frequent, making the piece difficult to read.	Inconsistently uses end punctuation.	Correctly uses end punctuation.	Correctly uses commas and/or apostrophes in addition to end punctuation.

Spelling (L.2.1.d, L.2.1.e.)		Errors in spelling are severe and often obscure meaning.	Frequent errors in the spelling of grade-appropriate words.	Uses conventional spelling for words with common patterns and for frequently occurring irregular words; spells untaught words phonetically.	Generalizes learned spelling patterns and shows evidence of using reference materials (Word Walls, personal dictionaries, etc.) when writing words.
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Notes

Personal Recount Pre-Assessment Reflection

What are areas of strength for most children?

What are the highest areas of need?

Which children were not able to demonstrate knowledge of the genre, because they are emerging writers?

For these children, find time to have them orally tell a personal recount, and take notes on the Personal Recount Observation Tool.

Writing U1 W5 D1

When and how will I address children's needs?
 (See the table below for guidance about where elements appear in the unit.)

Purpose (W.1.3)	Week 5, Day 2
Structure (W.1.3)	Orientation: Week 5, Day 4 Sequence of Events: Week 5, Day 5; Week 6, Day 1 Conclusion: Week 6, Day 2
Language	Verbs (L.1.1d): Week 7, Day 1 Phrases of Time (L.1.1g): Week 7, Day 4
Conventions	Some conventions will be addressed through Foundations. In Week 7, Days 2-3, children write independently, with space for additional instruction in genre elements and conventions, based on children's needs.

Writing U1 W5 D1

Personal Recount Observation Tool

Child's Name: _____

	Yes, date observed and notes	Not Yet, notes and next steps
Structure		
Orientation: introduces who the story is about, where and when it happened, and what happened (Note how the child expresses each part: through illustration or with words.)		
Sequence of Events: includes all events documented in sequence; includes major and sub-events		
Conclusion: concludes the recount with a final event, by talking about why the experience was important, or with a feeling (Indicate which is used)		

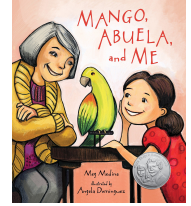
Writing U1 W5 D1

	Yes, date observed and notes	Not Yet, notes and next steps
Language		
Verbs: uses a variety of verbs to develop the topic and characters		
Phrases of Time: introduces new events with phrases that indicate when they happened (“The next day,” rather than “Next”)		
Conventions: List 1-2 areas of instruction that would most greatly improve the child’s ability to communicate with an audience, for example: encoding sounds, writing high-frequency words, putting spaces between words, using punctuation.		

Suggestions for Week 8 revisions, based on observations

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Writing U1 W5 D1



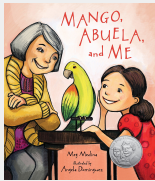
WEEK 5 Day 2

Writing Personal Recount

Deconstruction: Personal Recount Purpose

Individual Construction: Telling Personal Recounts

Content Objectives	I can identify the main purpose of a text. (R.9.1.b) I can tell a personal recount. (W.3.1.b)
Language Objective	I can ask questions to understand my partner and answer questions to clarify my personal recount. (SL.2.1.b)
Vocabulary	communicate: to share ideas with each other purpose: the reason for doing or creating something genre: a type of writing procedure: a genre of writing whose purpose is to give directions to accomplish a goal personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain document: to record, sometimes by writing sequence of events: the events in a personal recount, in order entertain: to interest someone
Materials and Preparation	To become familiar with the genre and how it is taught, read Writing: Introduction to Personal Recount (in the Introduction documents). • <i>Mango, Abuela, and Me</i>, Meg Medina • Why We Write chart, from Week 1, Day 1 • Personal Recount anchor chart images • chart paper Prepare the following Personal Recount anchor chart. Cut out the mentor text image and glue it to the chart. Note that stages and language images will be added in future lessons.

	Personal Recount Purpose: document a sequence of events; entertain Examples:  Stages:
Opening 1 minute	<i>At the beginning of the year we learned that writers communicate in different ways, for different purposes and that these different purposes and ways of writing are called genres. The first genre we learned a lot about is procedure. Today we will begin learning about a new genre of writing.</i>
Deconstruction 19 minutes	Refer to <i>Mango, Abuela, and Me</i> on the Why We Write chart. <i>When we began our year together as writers, we previewed this book and predicted its purpose—why Meg Medina wrote it. Then we read the book together during Text Talk. Let’s see if our thinking has changed, now that we have read the book.</i> Review children’s responses on the chart. <i>Take a moment to think quietly about this question: Why did Meg Medina write <i>Mango, Abuela, and Me</i>? [to tell the story of Mia and her abuela teaching each other]</i> Flip through pages as needed to review the text. Add any new ideas to the chart. Introduce the Personal Recount anchor chart. <i>The new genre we are going to study and write is called personal recount. The word “personal” means something about yourself [point to yourself], and the word “recount” means to tell.</i> <i>There are two purposes, or reasons, an author writes a personal recount. One is to document a sequence of events. This means that the author writes what happened in the story, in order. Personal recounts are also meant to entertain, or be interesting to, readers.</i>

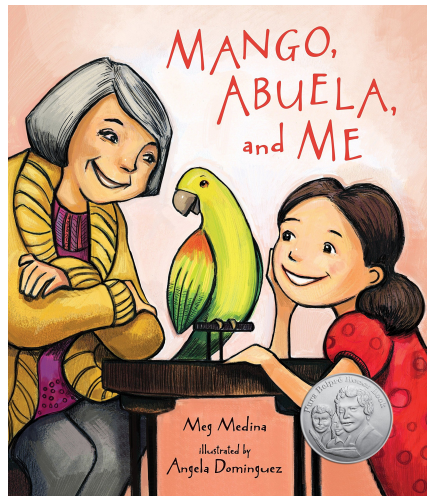
	<i>Think, Pair, Share: What part of Mango, Abuela, and Me is most entertaining to you?</i> Walk through the illustrations as needed to review the events of the book. Harvest several children’s ideas and refer back to the specific pages children mention.
Individual Construction 9 minutes	<i>Now you will get a chance to tell your partner a personal recount. Take a moment to think about something that happened to you that you would like to tell your partner. It could be about something you did this weekend or something that happened at school. When you have an idea for your story, put a silent thumbs up in front of your chest.</i> Model the silent signal. Allow children several minutes to prepare for telling their personal recounts. Review the routine for turning to talk to a partner. Guide children to move so they are sitting knee to knee with their partners. Review the routine for choosing who will talk first. <i>The first partner will tell his personal recount, and the second partner will ask a question. Then the second partner will tell her personal recount, and the first partner will ask a question.</i> As the children tell personal recounts to their partners, circulate to support them.
Closing 1 minute	<i>Today we began learning about a genre of writing called personal recount! Tomorrow we will begin writing personal recounts.</i> Note: Leave the Personal Recount anchor chart posted to reference and add to throughout the unit.
Standards	R.9.1.b Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. *Note: Although the Grade 1 version of this standard does not directly address author’s purpose, the anchor standard reads: Assess how point of view or purpose shapes the content and style of a text. W.3.1.b Use a combination of drawing and writing to communicate a topic with details. SL.2.1.b Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
Ongoing assessment	Listen for and make note of how children discuss the text. What do children already know about the purpose of personal recount? Listen for and make note of how children tell personal recounts.

	Do they tell the story in the first person? Do they use the past tense? Do they introduce the story? Do they retell events in order? How do they conclude the story? Listen for and make note of the questions children ask each other. Do they know how to ask questions? Do they ask authentic questions, to gain more information?
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Notes

Personal Recount anchor chart images

mentor text



Writing U1 W5 D2

stages



orientation: introduces who is in the story, when and where it happened, and an introduction to what happened



sequence of events: all the events of the story, in order



conclusion:
final event,
telling why the
experience was
important,
or a feeling

Writing U1 W5 D2

language



whispered

verbs that relate to the topic and develop characters; in the past tense



when we bring him home

phrases of time: adverbs that describe when

Writing U1 W5 D2

WEEK 5 Day 3

Writing Personal Recount

Joint Construction

Individual Construction

Content Objective	I can tell and draw a personal recount. (W.3.1.b)
Language Objective	I can ask questions to understand my partner and answer questions to clarify my personal recount. (SL.2.1.b)
Vocabulary	personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain genre: a type of writing document: to record, sometimes by writing sequence of events: the events in a personal recount, in order entertain: to interest someone
Materials and Preparation	• writing tools • about 6 sheets of drawing and writing paper, for joint construction • drawing and writing paper Different styles of loose paper should be available to children (they will be stapled later). All pages should have space for illustration and lines for writing words, but the number of lines and size of the illustration space, as well as the orientation of the page (horizontal or vertical) can be tailored to the needs of the children. • Personal Recount Observation Tool, one copy for each child • children's writing folders
Opening 1 minute	<i>Yesterday we started learning about personal recount, a genre written to document a sequence of events and to entertain. Today we are going to start writing personal recounts.</i>
Joint Construction 14 minutes	<i>Before you write your own personal recounts, we'll write a personal recount together as a class. Let's think about an experience we had together as a class that we can write about together. Try to think of</i>

	<i>something that might be interesting for someone else to read about. Think, Pair, Share.</i> Have several children share their ideas. Choose one shared experience to write about. <i>Can someone retell ____ [the class's experience]? What happened?</i> <i>For today, we are going to begin writing by sketching our personal recount across different pages. That way we can remember all of our ideas and go back and add to our writing on other days.</i> Model drawing a sketch of each event on a separate piece of paper.
Individual Construction 14 minutes	<i>During the next few weeks you will be writing personal recounts for your classmates, so that we can all get to know each other better.</i> <i>Now it's your turn to tell and draw a personal recount. Take a moment to think about something that happened to you that you would like to tell your partner. When you have an idea for your personal recount, put a silent thumbs up in front of your chest.</i> Model the silent signal. Allow children several minutes to prepare for telling their personal recounts. Review the routine for turning to talk to a partner. Guide children to move so they are sitting knee to knee with their partners. Review the routine for choosing who will talk first. <i>The first partner will tell his personal recount, and the second partner will ask a question. Then the second partner will tell her personal recount, and the first partner will ask a question.</i> As the children tell personal recounts to their partners, circulate to support them. When they finish telling their personal recounts, distribute paper and have children move to tables and begin sketching the events of their personal recounts, one on each page. As children write, circulate to support them. After writing, have children put away their sheets in their writing folders.
Closing 1 minute	<i>Tomorrow we will look more closely at the parts of Mango, Abuela, and Me to learn more about personal recounts.</i>
Standards	W.3.1.b Use a combination of drawing and writing to communicate a topic with details. SL.2.1.b Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
Ongoing assessment	As children write, circulate and ask them to tell their stories (not describe their drawings). Use their storytelling and drawing to assess the extent to

	which children include the stages of personal recount (orientation, sequence of events, conclusion) and take notes on the Personal Recount Observation Tool.
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Notes



Writing U1 W5 D3

Personal Recount Observation Tool

Child's Name: _____

	Yes, date observed and notes	Not Yet, notes and next steps
Structure		
Orientation: introduces who the story is about, where and when it happened, and what happened (Note how the child expresses each part - through illustration or with words.)		
Sequence of Events: includes all events documented in sequence; includes major and sub-events		
Conclusion: concludes the recount with a final event, by talking about why the experience was important, or with a feeling (Indicate which is used.)		

Writing U1 W5 D3

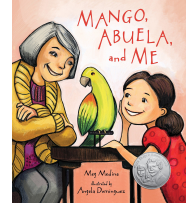
	Yes, date observed and notes	Not Yet, notes and next steps
Language		
Verbs: uses a variety of verbs to develop the topic and characters		
Phrases of Time: introduces new events with phrases that indicate when they happened (“The next day,” rather than “Next.”)		
Conventions: List 1-2 areas of instruction that would most greatly improve the child’s ability to communicate with an audience, for example: encoding sounds, writing high-frequency words, putting spaces between words, using punctuation.		

Writing U1 W5 D3

Suggestions for Week 8 revisions, based on observations

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Writing U1 W5 D3



WEEK 5 Day 4

Writing Personal Recount

Deconstruction, Joint Construction, and Individual Construction: Orientation

Content Objective	I can write the orientation of a personal recount. (W.3.1.b, Standard W.2)
Language Objective	I can ask and answer questions about the orientation of <i>Mango, Abuela, and Me</i> . (SL.2.1.a)
Vocabulary	personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain purpose: the reason for doing or creating something document: to record, sometimes by writing sequence of events: the events in a personal recount, in order entertain: to interest someone stages: the parts of a piece of writing orientation: in a personal recount, the text that introduces the story
Materials and Preparation	● markers ● Personal Recount anchor chart images: orientation ● Personal Recount anchor chart, from Day 2 ● <i>Mango, Abuela, and Me</i>, Meg Medina ● chart paper Prepare the following <i>Mango, Abuela, and Me</i> chart. Note: On Day 5, separate strips with events from the book will be affixed to the chart under Sequence of Events; make each space sufficiently wide to accommodate these strips (about 3 x 10", provided on Day 5).

	<table><tr><td colspan="4">Mango, Abuela, and Me</td></tr><tr><td colspan="4">Orientation:</td></tr><tr><td>Who</td><td>When</td><td>Where</td><td>What</td></tr><tr><td colspan="4">Sequence of Events:</td></tr><tr><td colspan="4"></td></tr><tr><td colspan="4"></td></tr><tr><td colspan="4"></td></tr><tr><td colspan="4"></td></tr><tr><td colspan="4"></td></tr><tr><td colspan="4">Conclusion:</td></tr></table> - jointly constructed personal recount, from Day 3 - sheet of drawing and writing paper, for writing the orientation - drawing and writing tools - drawing and writing paper Different styles of loose paper should be available to children (they will be stapled later). All pages should have space for illustration and lines for writing words, but the number of lines and size of the illustration space, as well as the orientation of the page (horizontal or vertical) can be tailored to the needs of the children. - children’s writing folders - personal Recount Observation Tools, from Day 3	Mango, Abuela, and Me				Orientation:				Who	When	Where	What	Sequence of Events:																								Conclusion:			
Mango, Abuela, and Me																																									
Orientation:																																									
Who	When	Where	What																																						
Sequence of Events:																																									
Conclusion:																																									
Opening 1 minute	Refer to the Personal Recount anchor chart. <i>We have been talking about personal recount. We learned that the purpose of writing personal recounts is to document a sequence of events and to entertain readers. Today we are going to talk about the stages, or parts, of personal recounts, using Mango, Abuela, and Me as an example.</i>																																								
Deconstruction 9 minutes	<i>The beginning of a personal recount is called an orientation. This part of the story sets up the reader with information needed to understand the story. The author includes <u>who</u> the story is about, <u>when</u> and <u>where</u> it happens, and an introduction to <u>what</u> happens in the story.</i>																																								

	Point to the Orientation section of the <i>Mango, Abuela, and Me</i> chart. Read the first page of the book. Ask children who the story is about and fill in that portion of the chart [Mami, Papi, Mia, and Abuela]. Ask children when the story takes place [in winter]. Fill in this portion of the chart. Repeat the process to fill in where the story takes place [in Mia’s family’s home]. <i>The orientation also includes an introduction to what happened, without telling all of the events in the story. The “What” introduced in Mango, Abuela, and Me is that Abuela comes to live with Mia’s family. I’m going to add that to our chart.</i> Add the orientation anchor chart image to the Personal Recount anchor chart, below Stages. Note that other stages will be explored on following days.
Joint Construction 9 minutes	<i>Let’s go back to the personal recount we started together yesterday and write the orientation.</i> Share ideas orally, then write the first page of the class’s personal recount, introducing <u>who</u> is in the story, <u>where</u> and <u>when</u> it happens, and an introduction to <u>what</u> happened.
Individual Construction 10 minutes	<i>Now it’s your turn to add an orientation to the personal recount you sketched yesterday. Think about how you will introduce your story to your classmates. Who was in your story? Where and when did it happen? How can you introduce what happened? Think, Pair, Share.</i> After children tell their orientations, distribute their folders and paper and send them to write. As children work, circulate to support them and take notes on the Personal Recount Observation Tool.
Closing 1 minute	<i>Today we learned that personal recounts begin with orientations, which tell the reader who is in the story, where and when it happened, and an introduction to what happened. Tomorrow we will learn about another stage, or part, of personal recounts.</i>
Standards	W.3.1.b Use a combination of drawing and writing to communicate a topic with details Standard W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. SL.2.1.a Ask and answer questions about key details in a text read aloud or

	information presented orally or through other media.
Ongoing assessment	Reflect on the whole group discussion. How much support do children need to identify the elements of orientation? What are their confusions? As children write, circulate and take notes on the Personal Recount Observation Tool. Which part(s) of the orientation do children include? Do they include the information with illustrations, words, or both? Which part(s) of the orientation do children omit?

Notes	
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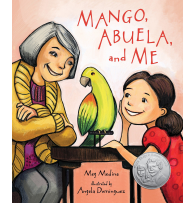
Personal Recount anchor chart images

stages



orientation that introduces who is in the story, when and where it happened, and an introduction to what happened

Writing U1 W5 D4



WEEK 5 Day 5

Writing Personal Recount

Deconstruction, Joint Construction, and Individual Construction:
Sequence of Events

Content Objective	I can write the sequence of events of a personal recount. (W.3.1.b, Standard W.2)
Language Objective	I can recount the events of <i>Mango, Abuela, and Me</i> in order. (SL.1.1, R.5.1.a)
Vocabulary	personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain orientation: in a personal recount, the text that introduces the story stages: the parts of a piece of writing sequence of events: the events in a personal recount, in order major events: the most important events sequence: in a particular order
Materials and Preparation	● Personal Recount anchor chart images: sequence of events ● Personal Recount anchor chart, from Day 2 ● <i>Mango, Abuela, and Me</i>, Meg Medina ● <i>Mango, Abuela, and Me</i> chart, from Day 4 ● <i>Mango, Abuela, and Me</i> sequence of events strips, cut apart ● tape or glue, for attaching images to charts ● jointly constructed personal recount, from Day 3 ● drawing and writing tools ● children's writing folders ● personal Recount Observation Tools, from Day 3
Opening 1 minute	Refer to the <i>Mango, Abuela, and Me</i> chart. <i>We know that Mango, Abuela, and Me is a personal recount. Yesterday we learned that personal recounts begin with an orientation that introduces the story: who is in the story, where and when it happened, and what happened. Today we are going to look</i>

	<i>at the next stage, or part, of a personal recount.</i>
Deconstruction 9 minutes	Refer to the Sequence of Events portion of the chart. <i>After the author introduces the reader to the story through the orientation, she or he writes the events of the story in order. This is called the sequence of events. Here is where we will record them on our chart.</i> Show the <i>Mango, Abuela, and Me</i> sequence of events sheets. <i>Here I have pictures and words that show the major events—the most important events—from Mango, Abuela, and Me. Let’s work together to put them in sequence, or in order, on our chart.</i> Hold up each sheet individually. Show the picture and read the words. With children seated on the perimeter of the rug, lay out the sheets in the middle so that they can all be seen at once. As a class, work together to order the the events, referring to the text as needed. Once the class has agreed on an order, invite several children to attach the events to the chart. Add the sequence of events anchor chart image to the chart, below orientation.
Joint Construction 9 minutes	<i>Let’s go back to our class’s personal recount and begin adding words to our sequence of events. First let’s look at our sketches and retell the events. Then we’ll write the words.</i> Show each sketch and retell the story together. Then use shared writing to write the words for several of the events.
Individual Construction 10 minutes	<i>Now you will go back to your personal recount and add words to your sequence of events. Just like we did as a class, review your sketches and tell your personal recount. Then go back to the first event and write the words to tell what happened.</i> Distribute children’s folders and send them to write. As children work, circulate to support them and take notes on the Personal Recount Observation Tool.
Closing 1 minute	<i>Today we learned about the sequence of events and continued working on our own personal recounts. Next we will learn about other parts of personal recounts.</i>
Standards	R.5.1.a Retell texts, including details about who, what, when, where, and how; demonstrate an understanding of the theme. W.3.1.b Use a combination of drawing and writing to communicate a topic with details.

	Standard W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.
Ongoing assessment	Reflect on the whole group discussion. Are children able to recount and order the major events of <i>Mango, Abuela, and Me</i>? What are their confusions? As children write, circulate and take notes on the Personal Recount Observation Tool. Do children include all events, in sequence? How much do children write about each event? Do they develop the events?

Notes



Writing U1 W5 D5

Personal Recount anchor chart images

stages



sequence of events: all the events of the story,
in order

Writing U1 W5 D5

Mango, Abuela, and Me sequence of events



Abuela and Mia could not read a book together.



Mia and Abuela taught each other words in English and Spanish.

Writing U1 W5 D5



Mami and Mia bought
Mango for Abuela.



Abuela, Mango, and Mia
practiced words in
English and Spanish.



Abuela started talking to the neighbors in English.



Abuela read Mia her favorite book.