

# Unit 1: Building Strong Communities

# WEEK 6 At a Glance

Weekly Question: <b>How can we create positive change in our communities?</b>		
<b>Texts</b>        	<b>Vocabulary and Language</b> Day 1: Introduce Weekly Words: resource, budge, improve Day 2: Introduce Weekly Words: access, impact, librarian Day 3: Shades of Meaning Day 4: One Great Sentence Day 5: Carousel Brainstorm	
	<b>Text Talk</b> Day 1: Arturo Schomburg: A Leader in Libraries slides Day 2: <i>Biblioburro</i> Day 3: Access to Books and Introduction to the Project Day 4: <i>Waiting for the Biblioburro</i> , Read 1 Day 5: <i>Waiting for the Biblioburro</i> , Read 2	
	<b>Stations</b> Shared Reading: excerpt from “Books” Independent and Partner Reading Listening & Speaking: Talk, Draw, Talk; Listen & Respond ( <i>Biblioburro</i> ) Science Literacy: How strong is the wind today? How can bubbles be used to observe the wind? Vocabulary: Draw for Meaning with Week 5 words Word Work: Say It Build It Write It, Make New Words, Trick Word Memory	
	<b>Science and Engineering</b> Lesson 1: Bubbles in the Wind Lesson 2: Wind Speed	<b>Studios</b> Introducing paint in the Art Studio; Planning the Book Access Project
	<b>Mentor text</b>  	
	<b>Writing: Personal Recount</b> Day 1: Deconstruction, Joint Construction, and Individual Construction: Development of Events Day 2: Deconstruction, Joint Construction, and Individual Construction: Conclusion Day 3: Individual Construction Day 4: Deconstruction, Joint Construction, and Individual Construction: Title Day 5: Individual Construction	

At a Glance U1 W6

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## Unit 1: Building Strong Communities

### WEEK 6 Days 1 & 2

#### Vocabulary & Language

##### Weekly Words Routine

Weekly Question	How can we create positive change in our communities?				
Language Objectives	I can talk with my classmates about words. (SL.1.1)  I can connect words to my own real-life experiences. (L.5.1.c)				
Vocabulary	<table><tr><td>Day 1</td></tr><tr><td><b>resource:</b> something people need <b>budge:</b> to move something a little bit <b>improve:</b> to make something better</td></tr><tr><td>Day 2</td></tr><tr><td><b>access:</b> a way of being able to use or get something <b>impact:</b> to have an effect on someone or something <b>librarian:</b> a person who works in a library</td></tr></table>	Day 1	<b>resource:</b> something people need <b>budge:</b> to move something a little bit <b>improve:</b> to make something better	Day 2	<b>access:</b> a way of being able to use or get something <b>impact:</b> to have an effect on someone or something <b>librarian:</b> a person who works in a library
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Materials and Preparation	<ul style="list-style-type: none"><li>• Week 6 Weekly Words cards</li><li>• chart paper</li></ul> Create the week’s Weekly Words chart.				
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 <b>resource</b>, <b>budge</b>, and <b>improve</b>.</i>				
Day 2	<i>Today we’ll continue learning our words for this week. Today’s words are <b>access</b>, <b>impact</b>, and <b>librarian</b>.</i>				

Vocabulary & Language U1 W6 D1 & D2

<b>Discussion</b> Day 1	Follow the steps of the Weekly Words routine. Refer to the chart and explain each step as needed. Hold up the appropriate word card as each word is taught.
	<p><b>Resource</b></p> <p>Elaboration:</p> <p><i>Resources are things we need. Resources come from different places and include things like food, places to live, clean water, and money.</i></p> <p>Think, Pair, Share prompt:</p> <p><i>What resources do we need to do our best learning in this classroom?</i></p>
	<p><b>Budge</b></p> <p>Elaboration:</p> <p><i>When we push on something very heavy, it might not move very far. But it might budge—it might move just a little bit. When something is stuck, we might say, “It just won’t budge!”</i></p> <p>Think, Pair, Share prompt:</p> <p><i>Look around the classroom. What’s something that might be hard to budge?</i></p>
Day 2	<p><b>Improve</b></p> <p>Elaboration:</p> <p><i>Improve is such an important word, because it should be our goal all the time—to do better. I am trying to improve as a teacher every day, and you all work so hard to improve as readers and mathematicians.</i></p> <p>Think, Pair, Share prompt:</p> <p><i>What’s one way that you have already improved since the beginning of first grade?</i></p>
	<p><b>Access</b></p> <p>Elaboration:</p> <p><i>When we have access to something, we can get at it. I try to make sure that you all can access the things you need to do your best work. Your folders and pencils and notebooks are in places where you can access them quickly when you need them.</i></p> <p>Think, Pair, Share prompt:</p> <p><i>What would happen if all your things were someplace that only I could access?</i></p>
	<p><b>Impact</b></p>

	<p>Elaboration:</p> <p><i>When someone new joins a family, the adults might say, “The baby has made a big impact on our family.” That means big changes have come along with the baby.</i></p> <p><i>If we get new comfortable chairs in our classroom, we could say, “These chairs have a big impact on our classroom, because we learn so much better when we are comfortable!”</i></p> <p>Think, Pair, Share prompt:</p> <p><i>Can you think of a change that would have a big impact on our classroom community?</i></p>
	<p><b>Librarian</b></p> <p>Elaboration:</p> <p><i>Librarians have complicated jobs! They help choose what books will be in the library, they read to kids, they recommend books and help people do research, and sometimes they teach classes for adults.</i></p> <p>Think, Pair, Share prompt:</p> <p><i>Describe a time when you got help from a librarian.</i></p>
<b>Closing</b>	<p><i>This week’s words help us to talk about the ways we can create positive change in our communities.</i></p>
<b>Standards</b>	<p><b>SL.1.1</b> Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><b>L.5.1.c</b> Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>
<b>Ongoing assessment</b>	<p>How do children interact with new and familiar words?</p> <p>How do children respond when they discover an error in their understanding or use of a word? How flexible are they when confronted with new definitions?</p> <p>How do children talk with peers about new words—do they use gestures, substitute familiar words, dig for descriptions, tell stories?</p> <p>Make notes about children’s familiarity with various kinds of words and the connections they make to specific words. Use this information to plan for embedded opportunities for teaching and reinforcing words.</p> <p>Use of a strategy such as pulling equity (name) sticks supports the participation of all children. Even with this kind of strategy, some children will benefit from extra turns for verbal participation.</p>

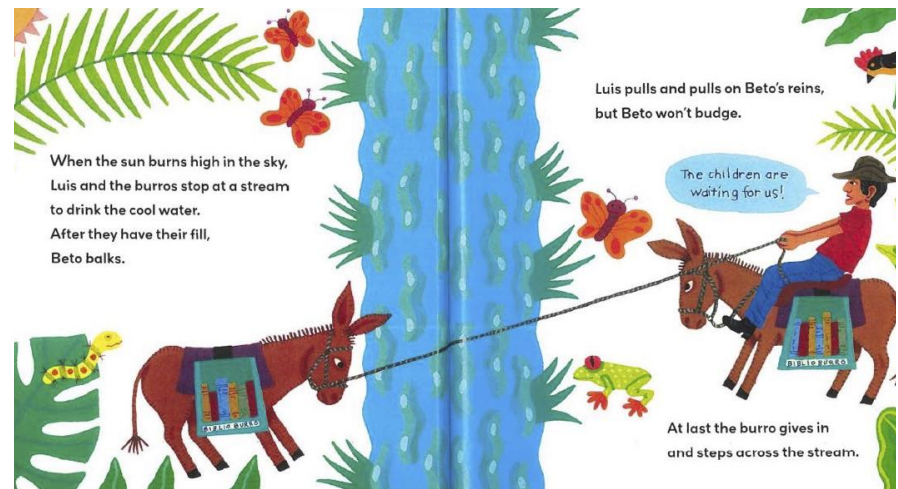
	Keeping a class vocabulary list will allow for keeping track of children's vocabulary growth over time.
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**Notes**



resource

<http://lbplchildren.blogspot.com/>

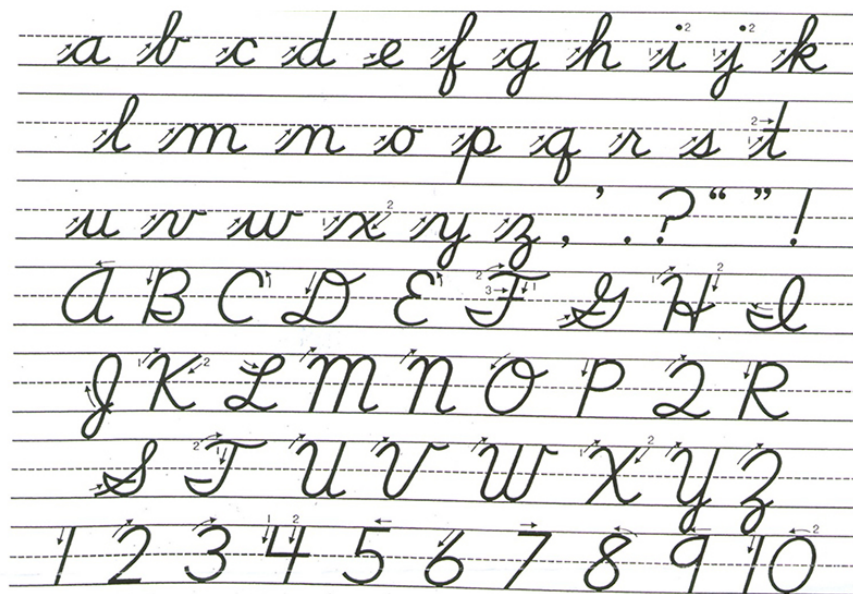


budge

from *Biblioburro*, Jeanette Winter (2010)

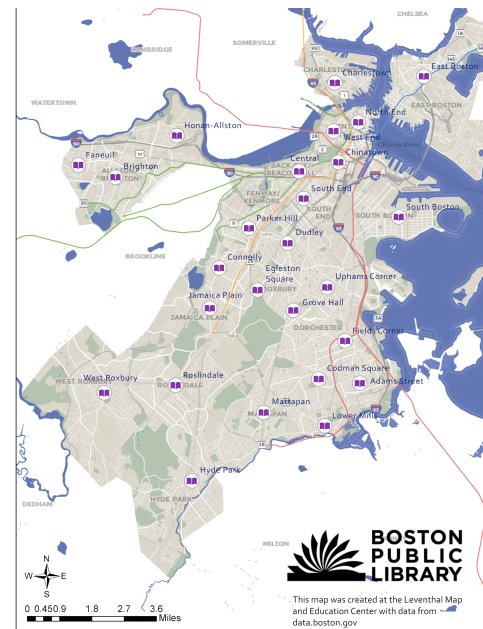
Weekly Words U1 W1

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improve

<https://cliniqueproaction.com/en/blogue/improving-handwriting-skills-2/>



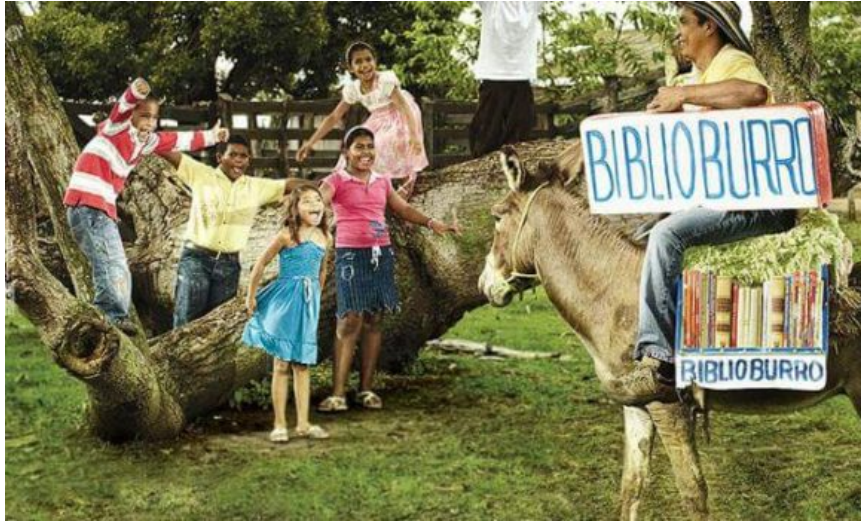
access

<https://bpl.bibliocommons.com/locations> (Leventhal Map Center)

Weekly Words U1 W1

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impact

<https://www.eldesconcierto.cl/2016/10/08/la-historia-de-luis-soriano-el-colombiano-que-reparte-libros-en-burro-a-ninos-marginados/>



librarian

<http://www.cnn.com/SPECIALS/cnn.heroes/archive10/luis.soriano.html>

Weekly Words U1 W1

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## WEEK 6 Day 3

### Vocabulary & Language

#### Shades of Meaning

<b>Weekly Question</b>	How can we create positive change in our communities?
<b>Language Objective</b>	I can identify and use adjectives. (L.1.1.e)  I can distinguish shades of meaning among adjectives by placing them on a continuum and discussing their meanings. (L.5.1.d)
<b>Vocabulary</b>	<b>temperature:</b> a description of how hot or cold something is <b>meaning:</b> definition <b>similar:</b> almost the same <b>adjective:</b> a word that describes a person, place, thing, or idea
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● sticky notes</li><li>● pen</li><li>● whiteboard and marker</li></ul>
<b>Opening</b>	<i>In our Vocabulary and Language lessons, we have been talking about adjectives. Today we will identify, use, and distinguish the shades of meaning among adjectives that describe things that are cold and hot.</i>
<b>Discussion</b>	<i>In Science, we have been learning a lot about weather conditions, including temperature. Sometimes it is very hot outside and sometimes it is very cold! The adjectives <u>hot</u> and <u>cold</u> are opposites: they both describe temperatures. But they describe very different temperatures. In fact, there are lots of adjectives that describe different temperatures. Each adjective is slightly different in intensity—it has a slightly different meaning.</i>  <i><b>Similar</b> means almost the same. Let's think of different words that have a meaning similar to hot.</i>



	<p>As children think of them, write each word on a separate sticky note. [e.g. warm, boiling, scorching].</p> <p><i>Now let's think of words that have a similar meaning to cold.</i></p> <p>As children think of them, write each word on a separate sticky note. [e.g. cool, freezing, frigid.]</p> <p><i>Now, help me arrange these words on the whiteboard in a way that makes a continuum from one opposite to the other. [Draw a horizontal line on the board with arrows at each end to represent a continuum.] We'll put the word that means the coldest on one end of the continuum and the word that means the hottest on the other.</i></p> <p>Sort the words with children's input, asking them to offer their rationale for where they place each word. Encourage a conversation about the subtle differences among words.</p>
<b>Closing</b>	<p><i>Today we identified and used some adjectives. We talked about how adjectives can be slightly different in intensity even if they have similar meanings.</i></p> <p>Note: Save these words on sticky notes for the following day's lesson.</p>
<b>Standard</b>	<p><b>L.1.1.e</b> Use frequently occurring adjectives.</p> <p><b>L.5.1.d</b> Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>
<b>Ongoing assessment</b>	<p>During the discussion, listen for evidence that children are understanding the shades of meaning among adjectives that describe temperature.</p> <p>Can children offer appropriate adjectives?</p> <p>Can children articulate their reasoning for sorting adjectives in a specific way?</p>

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

### WEEK 6 Day 4

#### Vocabulary & Language

##### Shades of Meaning

<b>Weekly Question</b>	How can we create positive change in our communities?
<b>Language Objectives</b>	<p>I can identify and use adjectives. (L.1.1.e)</p> <p>I can distinguish shades of meaning among adjectives by placing them on a continuum and discussing their meanings. (L.5.1.d)</p>
<b>Vocabulary</b>	<p><b>temperature:</b> a description of how hot or cold something is</p> <p><b>meaning:</b> definition</p> <p><b>similar:</b> almost the same</p> <p><b>adjective:</b> a word that describes a person, place, thing or idea</p> <p>adjectives from Day 3's lesson</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>adjectives on sticky notes, from Day 3's lesson</li></ul> <p>On the whiteboard, arrange the sticky notes or write the words in the order established on Day 3.</p>
<b>Opening</b>	<i>Yesterday, we talked about adjectives with similar meanings and organized them. Today we're going to build on that work and use our imaginations as well.</i>
<b>Discussion</b>	<p>Review the continuum of adjectives describing hot and cold. Briefly summarize the discussions from the lesson to make sure that children remember the nuances in meaning among each of the words.</p> <p><i>I'm going to tell you a story. Listen carefully. You will choose one of these temperature words that describes my story.</i></p> <p>Describe a situation that requires children to carefully select an appropriate adjective from the hot-cold continuum. For example, for the word "frigid:"</p>

	<p><i>Last winter, I woke up one morning and, even though the heat was on in my house, my toes were still cold. Frost made a design on my window. When I stepped outside, I heard and felt the CRUNCH of ice under my feet; the air turned my nose red in one minute! It wasn't safe to be outside without gloves and a hat and a heavy jacket.</i></p> <p><i>Which adjective would be a good match for the temperature on this morning?</i></p> <p><i>Think, Pair, Share. What word will you choose to describe this story? Why do you choose that word?</i></p> <p>Repeat this exercise with a few more scenarios, bringing different adjectives along the continuum to life.</p>
<b>Closing</b>	<p><i>Today, we did some really great thinking about the differences between similar adjectives. You thought carefully to choose an adjective that precisely described each story.</i></p>
<b>Standards</b>	<p><b>L.1.1.e</b> Use frequently occurring adjectives.</p> <p><b>L.5.1.d</b> Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>
<b>Ongoing assessment</b>	<p>During the discussion, listen for evidence that children are understanding the shades of meaning among adjectives that describe temperature.</p> <p>Can children articulate their reasoning for matching a given adjective to the weather of a particular day?</p>

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

### WEEK 6 Day 5

#### Vocabulary & Language

##### Carousel Brainstorm

<b>Weekly Question</b>	How can we create positive change in our communities?
<b>Language Objective</b>	I can talk with my classmates about important vocabulary from our unit texts and big ideas. (SL.1.1)
<b>Vocabulary</b>	<b>resource:</b> something people need <b>budge:</b> to move something a little bit <b>improve:</b> to make something better <b>access:</b> a way of being able to use or get something <b>impact:</b> to have an effect on someone or something <b>librarian:</b> a person who works in a library
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>• Carousel Brainstorm anchor chart</li><li>• chart paper, 4 pieces</li></ul> 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. <ul style="list-style-type: none"><li>• markers, one for each child</li><li>• timer or stopwatch</li></ul>
<b>Opening</b>	<i>This week as we move through the Carousel Brainstorm, we'll think about our Weekly Words and how we can create positive change in our communities.</i>
<b>Key Activity</b>	Show the vocabulary cards and review definitions for all of the Weekly Words, highlighting those selected for the Carousel Brainstorm.  Talk briefly about some possibilities for recording understanding about one of the words. <i>What might I draw or write about the word "resource?"</i> Gather a few ideas. Provide clarifications and examples as needed.

	Direct each group to a particular paper and then begin the timer. Circulate as children work, noting their use and representation of each word.
<b>Closing</b>	Bring the whole group back together with the papers. Share the work from the papers, highlighting the different ways children have shown their understanding of the words.
<b>Standards</b>	<b>SL.1.1</b> Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.
<b>Ongoing assessment</b>	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?

<b>Notes</b>
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WEEK 6 Day 1



**Text Talk**  
**Arturo Schomburg: A Leader in Libraries (slides)**

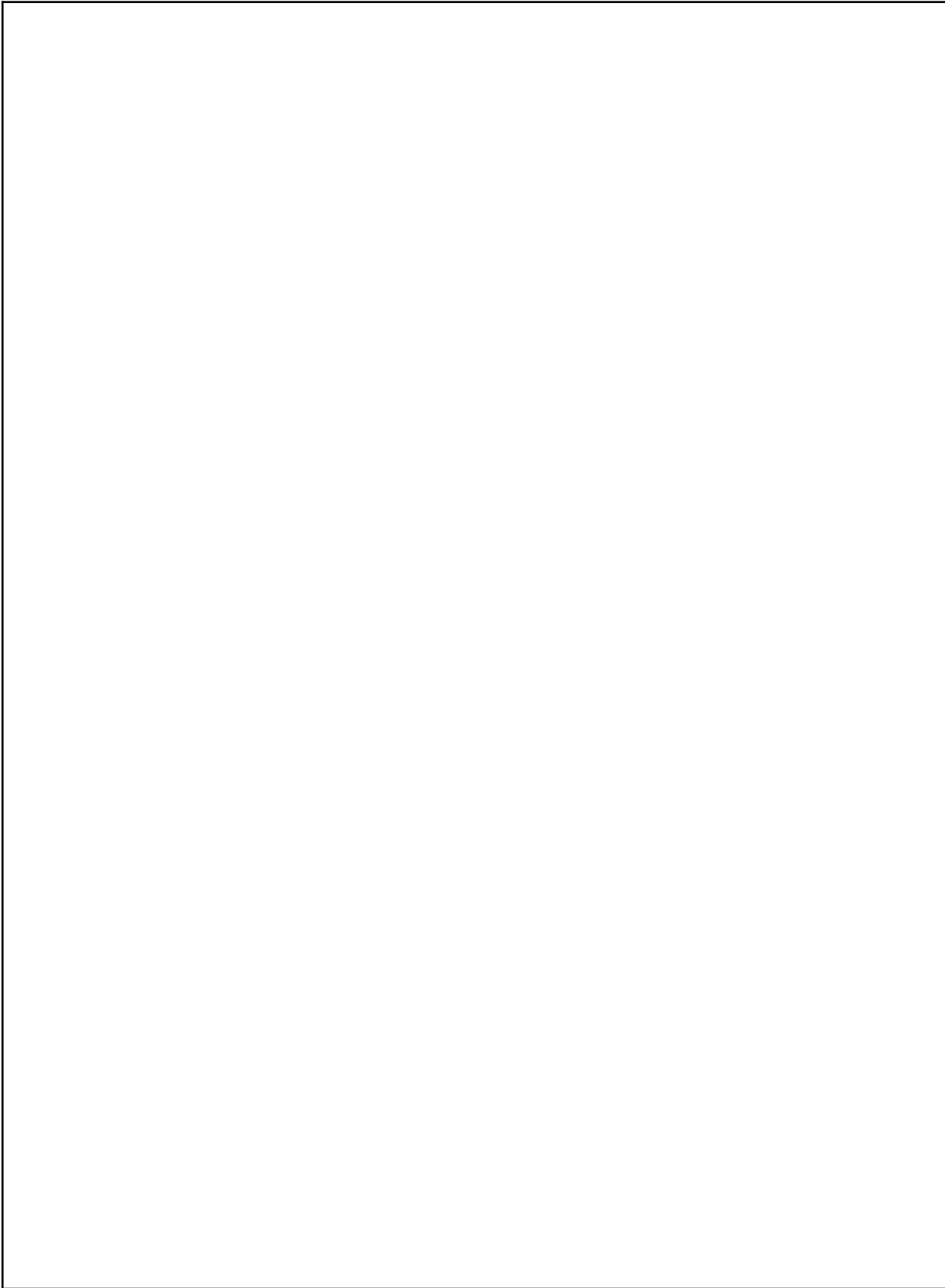
<b>Big Ideas</b>	Leaders help guide and support their communities.  When people in communities talk, work, play, and learn together, they can create positive change.
<b>Weekly Question</b>	How can we create positive change in our communities?
<b>Content Objectives</b>	I can answer questions about how Arturo Schomburg affected libraries. (R.4.1.a)  I can analyze one strong leader, Arturo Schomburg, and describe his qualities as a good leader. (Civics & Government 2)
<b>Language Objective</b>	I can follow our rules for talking in a group and talking with my partner. (SL.1.1)
<b>Vocabulary</b>	<b>collection:</b> a group of something, such as books <b>resource:</b> something people need <b>organized:</b> neat and easily usable <b>responsible for:</b> in charge of
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>• Arturo Schomburg: A Leader in Libraries slides</li><li>• projector and screen</li><li>• world map</li></ul> <p>On the whiteboard, write: What positive changes did Arturo Schomburg bring to libraries? How do you think this change will affect other people?</p> <p>Prepare a Weekly Question Chart with the following question: How can we create positive change in our communities?</p>

<b>Opening</b> 1 minute	<p><i>Today we will read Arturo Schomburg: A Leader in Libraries. This informational text tells us about a leader who saw a need in his community. He found that there was a lack of representation of people of color like him in books, and he worked hard to respond to that need.</i></p> <p>Set a purpose for reading.  <i>As we read today, we will answer questions about key details in the text in order to understand how Arturo Schomburg created positive change in the world of libraries.</i></p>
<b>Text and Discussion</b> 14 minutes  slide 1	<p><b>Collections</b> are sets of books grouped together.  <b>Resources</b> are something people need that is useful.  <b>Organized</b> means having things be neat and easily usable.</p>
slide 3	<p>Here, <b>responsible</b> means it's their job to take care of what people want and need.</p>
slide 5	<p>Reference a map to show Puerto Rico and Africa.  <i>What is Arturo thinking about his education when he is a child? Why does this matter?</i></p>
slide 6	<p><i>What does Arturo want to learn about?</i></p>
slide 7	<p><i>Though sometimes disease means illness, in this case, <b>disease</b> means something you can't stop.</i></p> <p><i>Arturo really cares about learning about people like himself, and he is studying on his own about Black thinkers and leaders. What do you think the "book hunting disease" is?</i></p>
slide 9	<p><i>What do you think inspired Arturo to do his work?</i></p>
<b>Key Discussion</b> 8 minutes	<p>Think, Pair, Share.  Prompt 1:  <i>What positive changes did Arturo Schomburg bring to libraries?</i></p> <p>Prompt 2:  <i>How do you think this change will affect other people?</i></p>
<b>Closing</b> 1 minute	<p><i>It's clear that one person can create positive change for the community.</i></p>
<b>Weekly Question Chart</b>	<p>Refer to the Weekly Question Chart.</p>

1 minute	<p><i>This week we are exploring the question: How can we create positive change in our communities? Positive means good.</i></p> <p><i>In Arturo Schomburg: A Leader in Libraries, we learned that Arturo Schomburg made libraries better by collecting texts that represented people of color.</i></p> <p><i>Let's record this idea on our chart: Arturo Schomburg made libraries better by collecting texts that represented people of color.</i></p> <p><i>We can add more to our chart during the week.</i></p>
<b>Standards</b>	<p><b>R.4.1.a</b> Ask and answer questions about who, what, when, where, and how.</p> <p><b>SL.1.1</b> Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><b>Civics &amp; Government 2:</b> Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and state laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.</p>
<b>Ongoing assessment</b>	<p>Listen to children's responses during whole group time and Think, Pair, Share.</p> <p>Do children grasp what Schomburg set out to do and why it was important?</p> <p>Are they inferring from what they have read how his actions affect others, even today?</p>

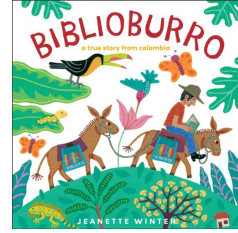
## Notes





## Unit 1: Building Strong Communities

### WEEK 6 Day 2



#### Text Talk *Biblioburro*

<b>Big Ideas</b>	Leaders help guide and support their communities.  When people in communities talk, work, play, and learn together, they can create positive change.
<b>Weekly Question</b>	How can we create positive change in our communities?
<b>Content Objectives</b>	Using key details from the text, I can describe how Luis Soriano creates positive change in the communities he visits. (R.6.1.a)  I can use key details to describe Luis Soriano as a leader. (R.6.1.a, Civics 4)
<b>Language Objectives</b>	I can answer questions about key details in <i>Biblioburro</i> . (SL.2.1.a)  I can build on the comments of others. (SL.1.1b)
<b>Vocabulary</b>	<b>impact:</b> to have a strong effect on <b>access:</b> being able to get <b>crates:</b> boxes <b>budge:</b> move <b>balk:</b> hesitate
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>• <i>Biblioburro</i>, Jeanette Winter Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the illustration preceding “Deep in the jungles...”</li><li>• Projector, screen and speakers to play the video on <a href="https://www.youtube.com/watch?v=FNmgDZe-1F4&amp;list=PLf7wpvI4jLqM083STebU4qGQGfHcVmbpT&amp;index=4">Luis Soriano</a>. (<a href="https://www.youtube.com/watch?v=FNmgDZe-1F4&amp;list=PLf7wpvI4jLqM083STebU4qGQGfHcVmbpT&amp;index=4">https://www.youtube.com/watch?v=FNmgDZe-1F4&amp;list=PLf7wpvI4jLqM083STebU4qGQGfHcVmbpT&amp;index=4</a>)</li><li>• chart paper On the paper, write these sentence frames to use for discussion:</li></ul>

Text Talk U1 W6 D2

	<div> <div>Sentence Frames for Discussion Part 1</div> <div> I think ____ because (in the book) ____.  I agree with you about ____, and I also think ____.  I disagree with you about ____, because I think _____. </div> </div> <p>Save this chart for future discussions.</p> <p>On the whiteboard, write:  How do the Biblioburro and Luis make positive change for the communities they visit?  Is Luis a leader? What in the text makes you think so?</p>
<b>Opening</b> 4 minutes	<p><i>Today we will read Biblioburro, by Jeanette Winter. This is a story based on the life of Luis Soriano, a man who wanted to share his love of books with children who had little book access. Book <b>access</b> means being able to get books.</i></p> <p><i>Let's watch a short video about him!</i></p> <p>Play the video.</p> <p><i>What's one thing that interested you from the video?</i></p> <p>Elicit a few responses.</p> <p>Set a purpose for reading.</p> <p><i>As we read today, we will identify key details about the character of Luis and use these details to explain how he created positive change in the villages he visited.</i></p>
<b>Text and Discussion</b> 10 minutes  page 3	<p>Check for understanding of the depiction of Luis thus far.</p> <p><i>What do we find out about Luis? What does he like to do?</i></p>
page 8	<b>Crates</b> are boxes you can carry things in.
pages 9-10	The burro Beto <b>balks</b> and won't <b>budge</b> . What do you think is happening?
page 12	What's important to Luis? What does he want to protect?

page 14	<i>Why do the children run to Luis?</i>
pages 17-18	<i>What do the illustrations show you about this scene?</i>
page 20	<i>Why do the children hold their books close? How does Luis impact the lives of these children?</i> Finish reading.
<b>Key Discussion</b> 10 minutes	<p>Think, Pair, Share.  <i>How do the Biblioburro and Luis make positive change for the communities they visit?</i>  Elicit a few responses.</p> <p>Next, arrange the class in such a way that children can have a group discussion, directing their comments to their classmates instead of raising hands and directing their comments to the teacher. A circle on the rug works well for this. The class will discuss a key question, using the prepared sentence frames for discussion.</p> <p><i>Now we are going to have a group discussion about an important question. We can use the sentence frames posted here. First, we will practice using the sentence frames with a sample question.</i></p> <p>Read the frames aloud. Model using the sentence frames with this sample prompt: Is Beto afraid of crossing the stream? What in the text makes you think so?</p> <p><i>I think Beto is afraid of crossing the stream because in the book it said he balks and won't budge. He must not be moving because he doesn't want to get wet.</i>  <i>Does anyone agree or disagree? Use the sentence frames to respond.</i></p> <p>Choose 1-2 students to model responding using the discussion prompts.</p> <p><i>Now we are going to have our first group discussion using these prompts. Everyone can have a turn to speak, but you can also be an alert listener! Our question for this discussion is: Is Luis a leader? What in the text makes you think so?</i></p> <p>Engage the class in a group discussion. Take notes of how children are responding using the sentence frames.</p>
<b>Closing</b> 1 minute	<i>It's clear that Luis Soriano is an important leader where he lives. Learning about Luis Soriano shows us how one person can create positive change for a community.</i>
<b>Standards</b>	<b>R.6.1.a</b> Describe characters, settings, and major events in a story, including details about who, what, when, where, and how.

	<p><b>SL.1.1.b</b> Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p><b>SL.2.1.a</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>Civics &amp; Government 2:</b> Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and state laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.</p>
<b>Ongoing assessment</b>	<p>Listen to children's responses during whole group time and Think, Pair, Share.</p> <p>How do children understand Luis as a character?</p> <p>Do children go beyond that understanding to identify him as a certain kind of leader?</p> <p>Are children able to agree and disagree with classmates in a kind and productive way, directing comments to each other?</p>

## Notes

## WEEK 6 Day 3

### Text Talk

#### Access to Books and Introduction to the Project

**NOTE TO TEACHERS:** There is content on these slides specific to Boston (especially slides 2 and 11) . Replace it with information relevant to your children and community.

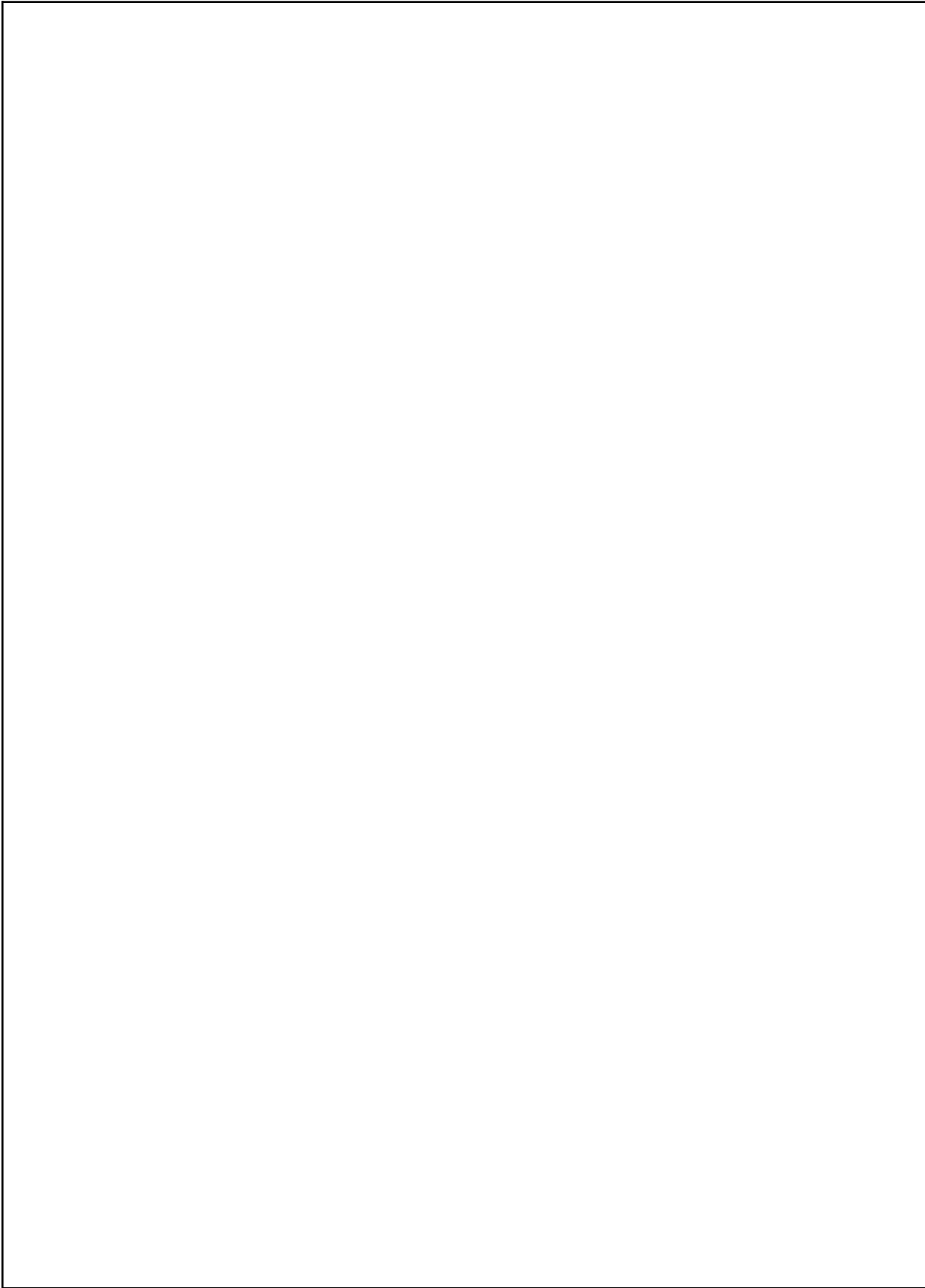
<b>Big Idea</b>	When people in communities talk, work, play, and learn together, they can create positive change.
<b>Weekly Question</b>	How can we create positive change in our communities?
<b>Content Objectives</b>	<p>I can discuss the roles of different individuals and groups in the community in increasing access to books. (R.5.1.b, Civics &amp; Government 2)</p> <p>With my classmates, I can write a list of possible ways to increase access to books in our community. (Writing Preamble Direction)</p>
<b>Language Objective</b>	I can take turns to listen and share ideas for increasing access to books for more communities around our town. (SL.1.1.a)
<b>Vocabulary</b>	<p><b>library branch:</b> a library that is part of a bigger system of libraries</p> <p><b>access:</b> the freedom or ability to get or use something</p> <p><b>equipped:</b> supplied</p> <p><b>equitable:</b> fair</p> <p><b>launch:</b> start</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>• Access to Books and Project Introduction slides</li><li>• projector and screen</li><li>• chart paper</li></ul> <p>At the top of the paper, write the question, How can we increase access to books for children and families around our towns?</p>
<b>Opening</b> 1 minute	<i>We have been learning about people who recognize needs in their communities and how they respond to them. Three people in three</i>

	<p><i>different communities noticed that people did not have the books that they needed—Marley Dias, Luis Soriano, and Arturo Schomburg—and they all did something about this.</i></p> <p>Set a purpose for the lesson.  <i>Today we'll look at some slides about how people get access to books; we'll watch a video about the importance of books; and then we'll share some ideas about what we might do to continue to address this need.</i></p>
<b>Text and Discussion</b> 8 minutes  slide 2	Pause to look closely at the map. Locate the school's neighborhood, the neighborhoods where children live, and the libraries in proximity. Allow for children's responses.
slide 4	<b><i>Equitable means fair.</i></b>
slide 9	<i>Thumbs up if you have noticed a Little Free Library somewhere.</i>
<b>Key Discussion</b> slide 11  4 minutes	Think, Pair, Share. <i>What are some of the ways people get access to books, according to this text?</i>
<b>Key Activity</b> 8 minutes	<p>Turn to the chart.  <i>Increasing access to books is one way to make positive change in a community. Let's think about this question: How can we make sure that children and families in all neighborhoods/towns have access to books? We'll make a list of our ideas.</i></p> <p>Co-construct a list of children's ideas. They may repeat ideas from the text or come up with new ones. Model writing a list with numbers or bullets, alternating colors for visual discrimination.</p> <p><i>We're going to use this list to begin our first project: The Book Access Project. You will work in a group with a few classmates on one of these ideas. You'll choose a studio to work in to show what your idea might look like if you could really make it happen. For example, if you decided on some kind of book bike, you might choose to paint a poster of it, or to perform a story about a day on the book bike. If you decided on a kind of library, you might build it out of cardboard.</i></p> <p><i>Turn and talk with a partner about an idea you are interested in and which studio materials you might use to show that idea to others.</i></p>

<b>Closing</b> 1 minute	<i>We'll organize our groups and materials during Studios today!</i>
<b>Standards</b>	<p><b>R.5.1.b</b> Retell key details of texts, including the main topic.</p> <p><b>Writing Preamble:</b> Writing is a lifelong, essential tool for communication. In order to prepare students for varied and evolving writing tasks, students should write routinely, in both long- and short-time frames, as a means of building writing stamina. Moreover, students should write in a breadth of modes and forms across all disciplines.</p> <p><b>SL.1.1.a</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><b>Civics &amp; Government 2:</b> Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and state laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.</p>
<b>Ongoing assessment</b>	<p>Listen to children's responses during whole group time and Think, Pair, Share.</p> <p>Do children talk about the main idea of the text to describe book access?</p> <p>Which details from the text do children retell?</p> <p>How fluidly do children take conversational turns? How carefully do they listen to each other's ideas?</p> <p>Review the list of ideas for increasing book access.</p> <p>What information does this list offer about children's understanding about how people and groups contribute to the good of the community?</p>

<b>Notes</b>
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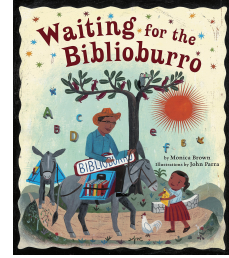




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## Unit 1: Building Strong Communities

### WEEK 6 Day 4



#### Text Talk

### *Waiting for the Biblioburro*

Read 1 of 2

<b>Big Ideas</b>	Leaders help guide and support their communities.  When people in communities talk, work, play, and learn together, they can create positive change.
<b>Weekly Question</b>	How can we create positive change in our communities?
<b>Content Objective</b>	I can describe how Ana and other children are affected by the Biblioburro. (R.6.1.a, Civics & Government 1)
<b>Language Objective</b>	I can take my turn to talk and listen to my classmates when we are discussing the Biblioburro. (SL.1.1.a)
<b>Vocabulary</b>	<b>by heart:</b> learned so well you can say it without looking <b>creatures:</b> animals, real and imagined <b>librarian:</b> person responsible for helping to decide what kinds of books are in a library <b>realistic:</b> representing real life <b>fantastical:</b> representing things that are only imagined
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>• <i>Waiting for the Biblioburro</i>, Monica Brown</li></ul> Pre-mark page numbers in the book to correspond with the lesson. Page 1 begins, “On a hill...”  On the whiteboard, write: What happened in this story?  How were Ana and the other children in the story affected by the Biblioburro?

Text Talk U1 W6 D4

<b>Opening</b> 1 minute	<p><i>Today we will read Waiting for the Biblioburro, by Monica Brown. This is a fictional story about a girl, Ana, who gets visited by the Biblioburro—Luis Soriano’s library donkey! Let’s see what more we can learn about the Biblioburro and how it provides book access to children.</i></p> <p>Set a purpose for reading.  <i>As we read today, we will use key details to describe how the Biblioburro affects the children in the story.</i></p>
<b>Text and Discussion</b> 15 minutes  page 5	<p><i>Why is reading so important to Ana?</i></p>
page 10	<p><i>Think, Pair, Share. Like in the book Biblioburro, the children run when the Biblioburro arrives. Why?</i></p>
page 11	<p><i>What is a <b>librarian</b> in this situation? What is a “moving library”?</i></p> <p><i>So far, what is happening in this book?</i></p>
page 17	<p><i>Like in Biblioburro, Ana and the other children are hugging the books. Why?</i></p>
page 23	<p><i>Ana writes a story for the librarian. She’s really inspired to write because of all of her reading and her interactions with the Biblioburro!</i></p>
<b>Key Discussion</b> 8 minutes	<p>Think, Pair, Share.</p> <p>Prompt 1:  <i>What happened in this story?</i></p> <p>Prompt 2:  <i>How were Ana and the other children in the story affected by the Biblioburro?</i></p>
<b>Closing</b> 1 minute	<p><i>Today we described the way that the Biblioburro affects Ana and other children like her. Tomorrow we will look closely at the illustrations and words to find out the author’s message about books.</i></p>
<b>Standards</b>	<p><b>R.6.1.a</b> Describe characters, settings, and major events in a story, including details about who, what, when, where, and how.</p> <p><b>SL.1.1.a</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>

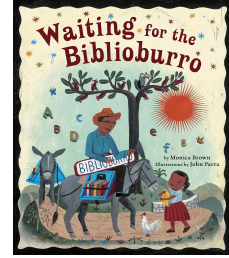
	<b>Civics &amp; Government 1:</b> Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of State government.
<b>Ongoing assessment</b>	<p>Listen to children’s responses during whole group time and Think, Pair, Share.</p> <p>Can children retell the story?</p> <p>How are children describing the impact that the Biblioburro has on Ana and the other children in the book?</p>

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

### WEEK 6 Day 5



#### Text Talk

#### *Waiting for the Biblioburro*

Read 2 of 2

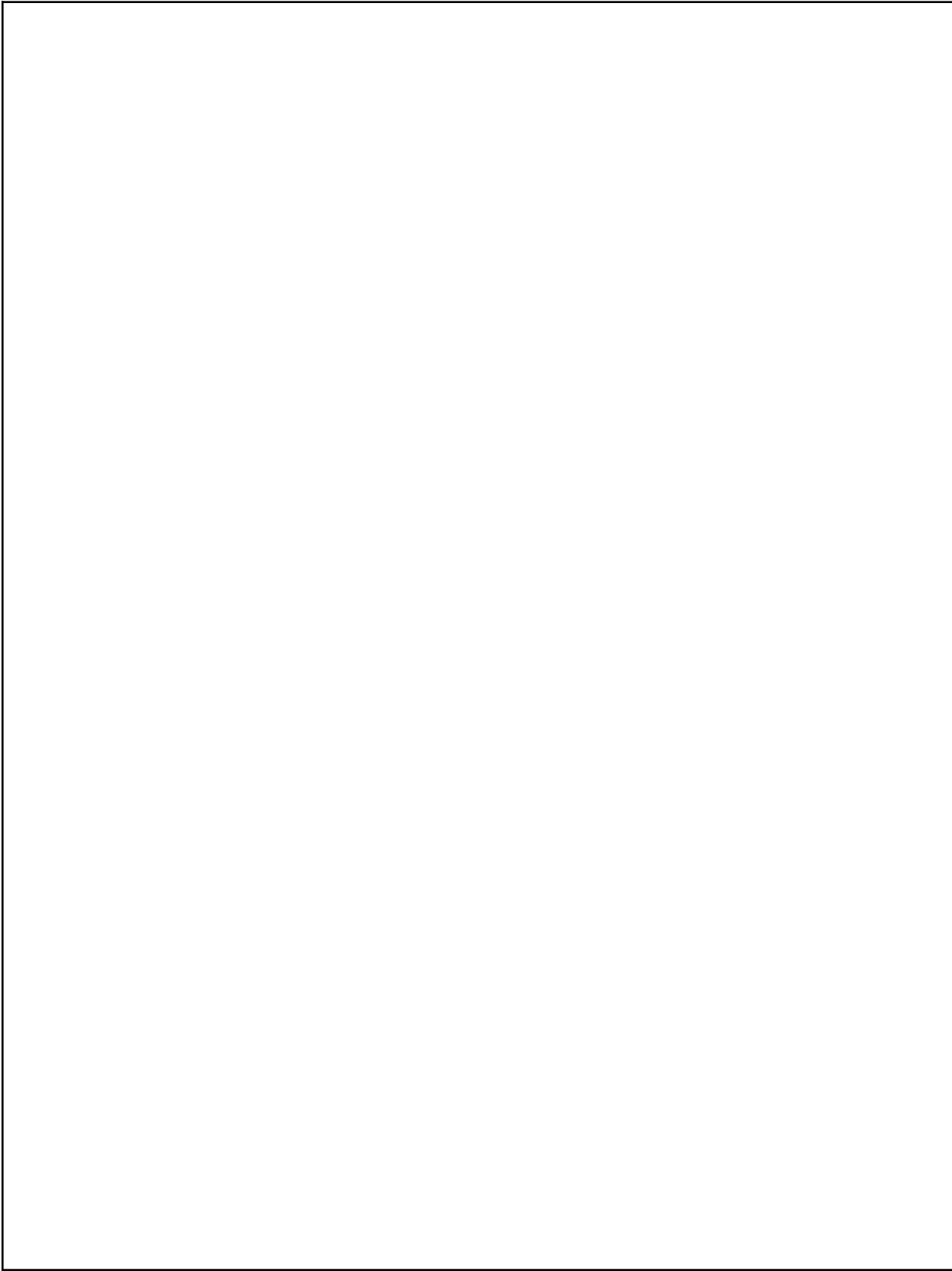
<b>Big Idea</b>	When people in communities talk, work, play, and learn together, they can create positive change.
<b>Weekly Question</b>	How can we create positive change in our communities?
<b>Content Objective</b>	Using key illustrations and words in the story, I can describe the author's message about books. (R.5.1.a, R.11.1.a, R.11.1.b)
<b>Language Objective</b>	I can answer and ask questions about a text read aloud. (SL.2.1.a)
<b>Vocabulary</b>	<b>by heart:</b> learned so well you can say it without looking <b>creatures:</b> animals, real and imagined <b>librarian:</b> person responsible for helping to decide what kinds of books are in a library <b>realistic:</b> representing real life <b>fantastical:</b> representing things that are only imagined
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>• <i>Waiting for the Biblioburro</i>, Monica Brown</li></ul> <p>On the whiteboard, write: What is the author trying to tell us about the power of books?</p> <p>Set aside five minutes at the end of the lesson to synthesize learning on the Weekly Question Chart.</p>
<b>Opening</b> 1 minute	<i>Today we will reread Waiting for the Biblioburro, by Monica Brown.</i>

Text Talk U1 W6 D5

	<p>Set a purpose for reading.</p> <p><i>This time we will look closely at some of the illustrations and words to describe the author’s message about the power of books!</i></p>
<p><b>Text and Discussion</b> 12 minutes</p> <p>page 4</p>	<p><i>Let’s look at this first illustration. It has so many details! What do we learn about Ana’s life from these realistic details?</i></p>
<p>page 8</p>	<p><i>What do you notice in this illustration? What does it make you think about?</i></p> <p><i>This illustration has some <b>fantastical</b> elements—or creative images that are not realistic.</i></p> <p><i>What does this tell you about the power of stories?</i></p> <p><i>How are Ana and her brother connected through stories?</i></p> <p><i>What questions do you have?</i></p>
<p>pages 15-16</p>	<p><i>What do you notice in this illustration? What do these pages show us about reading and the imagination? [reading inspires the imagination; reading can take you to magical places in your mind]</i></p>
<p>pages 21-22</p>	<p><i>Usually the fantastical illustrations show something Ana is imagining from a book. Here, the image shows Ana’s dream.</i></p> <p><i>What is Ana dreaming? What does this tell you about the power of books? [she’s inspired by the Biblioburro; books can connect people and create a community of readers]</i></p>
<p><b>Key Discussion</b> 6 minutes</p>	<p><i>The end of the book describes and shows another child also dreaming of the Biblioburro. What does the author want us to know about reading? [that the children are connected by a love of books and having access to books]</i></p> <p>Think, Pair, Share.</p> <p><i>According to what we have observed in the book, what is the author trying to tell us about the power of books?</i></p>
<p><b>Closing</b> 1 minute</p>	<p><i>Now we have read an informational text about Luis Soriano, as well as a fictional text about Ana, a child who loves to read and is influenced by Luis Soriano’s impact on the communities he visits.</i></p>
<p><b>Weekly Question Chart</b></p>	<p>Refer to the Weekly Question Chart.</p>







## Unit 1: Building Strong Communities

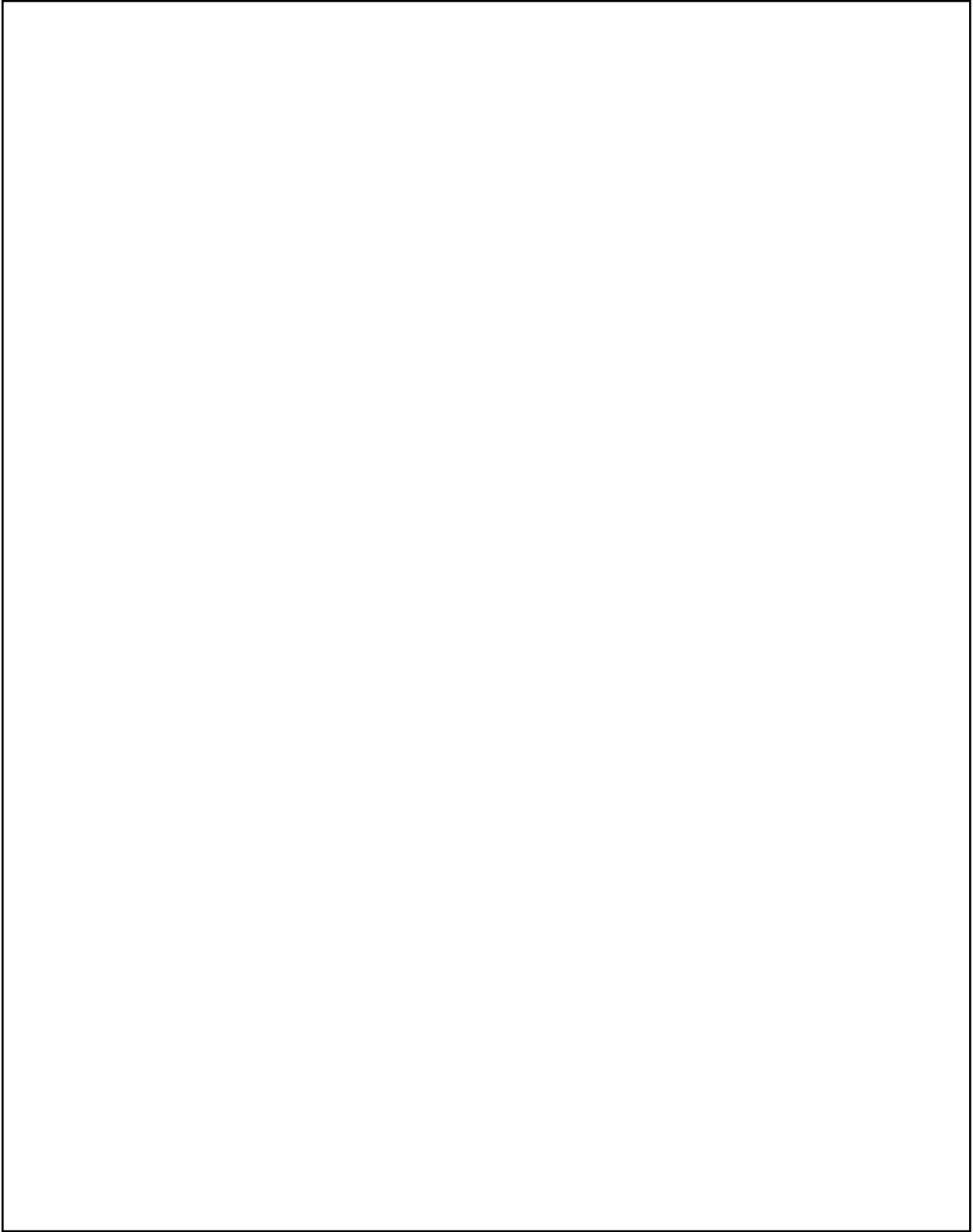
### WEEK 6

#### Shared Reading Excerpt from “Books”

<b>Weekly Question</b>	How can we create positive change in our communities?
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>• chart paper and markers Write out the poem excerpt for the whole class reading.</li><li>• “Books” slides</li><li>• pointer</li><li>• highlighter tape (optional)</li></ul>
<b>Opening</b> 2 min	<p><i>Our shared reading text this week is a part of a poem by Eloise Greenfield called “Books.”</i></p> <p><i>Before we read it, we’ll review digraphs, and then we’ll practice identifying, blending, and segmenting sounds.</i></p> <p>Review digraph large sound cards -ck, -ch, -sh, -th, -wh by following the Foundations sound card drill.</p>
<b>Phonological Awareness</b> 6 min	<p>Isolate and identify sounds. (Do not show the text.) <i>What beginning sound do you hear in “chair?”</i></p> <p>Blend sounds to make words. <i>We are going to blend sounds together to make words that we’ll see in our text.</i></p> <p><i>Listen to these sounds: /c/... /ou/... /ch/. Now say and tap the sounds, then blend them.</i></p> <p><i>How many sounds are there? Show me on your fingers. Let’s tap and blend together. What’s the word?</i></p> <p><i>What ending sound do you hear?</i></p>

	<p>Segment sounds.</p> <p><i>Now we're going to segment the sounds in a word.</i></p> <p><i>Say "back" after me, then tap the sounds you hear.</i></p> <p><i>How many sounds do you hear? Show the number on your fingers.</i></p> <p><i>Now let's say each sound slowly while we all tap the sounds.</i></p> <p><i>/b/.../ɑ̃/.../k/</i></p> <p><i>What ending sound do you hear?</i></p>
<b>Shared Reading</b> 11 min	<p>Model reading the poem while scooping phrases with a pointer.</p> <p>Invite children to chorally read the poem. Slow down the pointer at cvc/cvcc words such as "bed," "bunk," and "back" to allow children time to decode.</p> <p>Connect to the song to unit content.</p> <p><i>How does the poet feel about books? How do you know?</i></p> <p>Identify target spelling patterns.</p> <p><i>What words do you see spelled with digraphs?</i></p> <p>Mark the words with digraphs with a yellow marker or highlighter tape.</p> <p>Invite one child to stand and point as the class chorally reads the poem. Add hand gestures and body movements when possible, such as for "lean," "curl," and "read."</p>
<b>Closing</b> 1 min	<p><i>You will continue to practice reading this poem at the Reading Station.</i></p>
<b>Standards</b>	<p><b>R.1.1.a</b> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p><b>R.2.1.a</b> Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p><b>R.2.1.b</b> Produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p><b>R.2.1.c</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p><b>R.2.1.d</b> Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p><b>R.3.1.b</b> Decode regularly spelled one-syllable words.</p> <p><b>R.12.1.b</b> Read various on-level text with accuracy, appropriate rate, and expression on successive readings.</p>





Name \_\_\_\_\_

## **Books**

excerpt from the poem

by Eloise Greenfield

I want to  
Lie down on my bunk bed  
Lean back in my chair  
Curl up on the couch  
And every old where  
And read  
More  
books!

## Unit 1: Building Strong Communities

### WEEK 6

### Stations

Station	Activities	Materials Writing tools at each station
<b>Shared Reading</b>	“Books” (excerpt)	<ul style="list-style-type: none"> <li>Shared Reading text on chart and/or slides</li> <li>pointer</li> </ul>
<b>Teacher Groups</b>	Strategic small group instruction	<ul style="list-style-type: none"> <li>as needed</li> </ul>
<b>Reading</b>	Independent and Partner Reading	<ul style="list-style-type: none"> <li>“Books” (excerpt)</li> <li>individual book bags</li> </ul>
<b>Listening &amp; Speaking</b>	Talk, Draw, Talk	<ul style="list-style-type: none"> <li>Week 6 image (looking in microscope)</li> <li>Week 6 prompt</li> <li>sand timers</li> <li>drawing tools</li> </ul>
	Listen and Respond: <i>Biblioburro</i>	<ul style="list-style-type: none"> <li>audio recording and technology</li> <li><i>Biblioburro</i> book</li> <li><i>Biblioburro</i> conversation prompts</li> </ul>
<b>Vocabulary</b>	Draw for Meaning <i>support, movement, environment, quality, decision, democracy</i>	<ul style="list-style-type: none"> <li>Week 5 Weekly Words cards</li> <li>Draw for Meaning sheets</li> </ul>
<b>Science Literacy</b>	1: How strong is the wind today? 2: How can bubbles be used to observe the wind?	<ul style="list-style-type: none"> <li>Week 6 prompts, printed as stickers or copied and cut apart, with glue sticks</li> <li>science journals</li> <li>colored pencils and pencils</li> </ul>
<b>Word Work</b>	Say It, Build It, Write It	<ul style="list-style-type: none"> <li>Week 6 Say It, Build It, Write It sheets</li> <li>Say It, Build It, Write It directions card</li> </ul>
	Make New Words	<ul style="list-style-type: none"> <li>Week 6 Make New Words sheets</li> <li>letter tiles</li> <li>Make New Words directions card</li> </ul>
	Trick Word Memory	<ul style="list-style-type: none"> <li>Week 6 Trick Word Memory cards</li> <li>scissors</li> <li>Memory directions card</li> </ul>

Stations U1 W6



**Biblioburro** Conversation Prompts: Cut apart and provide with text and audio recording.

### Question 1

How do you think Ana felt when the librarian told her she could write her own book?

***Biblioburro***

### Question 2

It is very difficult to ride a burro from town to town every day, bringing books all over the countryside. Why do you think the librarian does this?

***Biblioburro***

Listening and Speaking Station U1 W6



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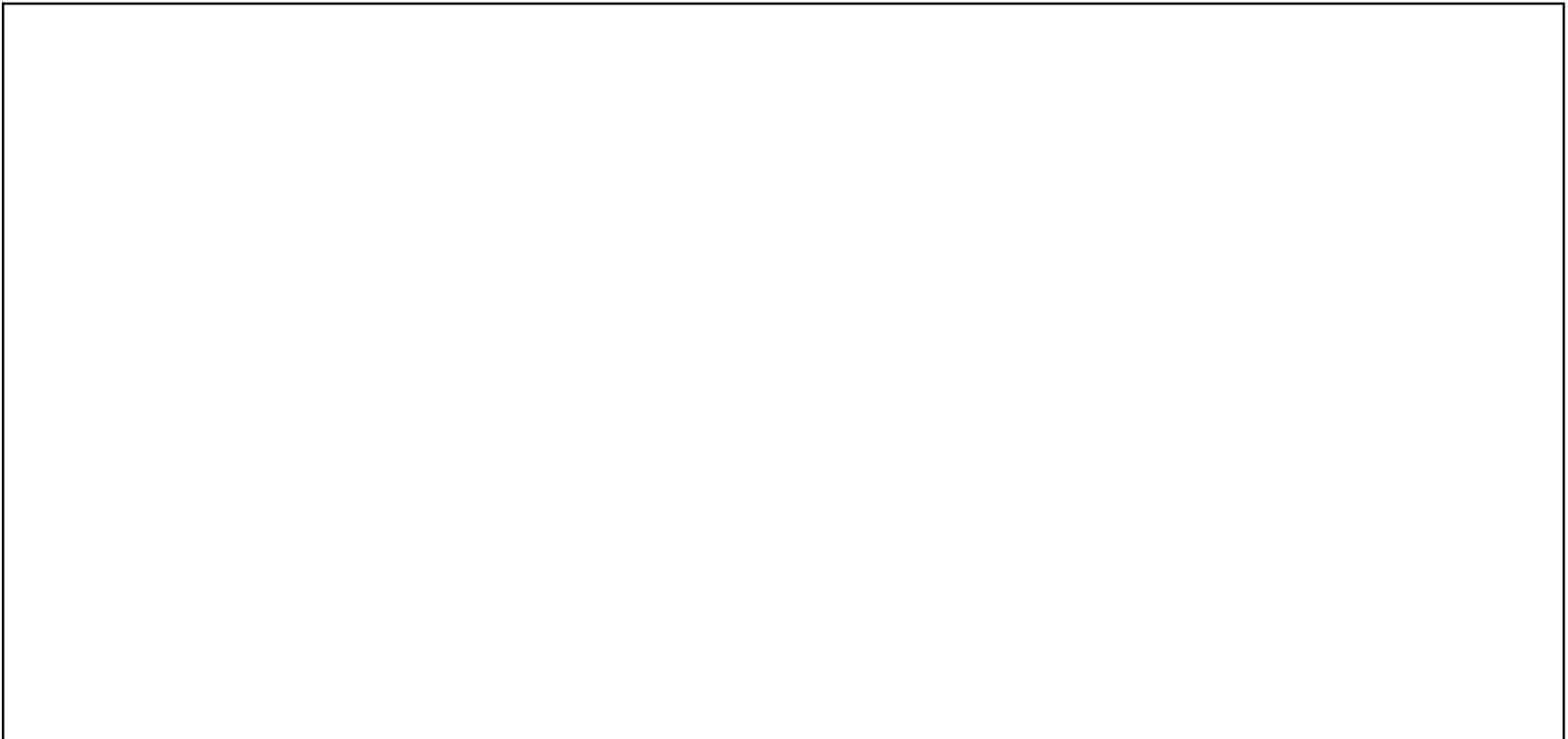
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## **Talk Draw Talk**

Look carefully at the image. These children are studying science. Maybe they will make a new discovery for their community.

Draw a picture of you doing something that would help 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 themselves doing something to help their community.

Listening & Speaking W6

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

Maine Department of Education

Week 6 prompt 1

How strong is the wind today?	Date _____ Weather _____ Temperature _____
How strong is the wind today?	Date _____ Weather _____ Temperature _____
How strong is the wind today?	Date _____ Weather _____ Temperature _____
How strong is the wind today?	Date _____ Weather _____ Temperature _____
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Science and Engineering U1 W6




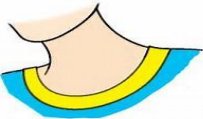
Adapted with permission for Maine Public Schools

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

How can bubbles be used to observe the wind?	Date _____ Weather _____ Temperature _____
How can bubbles be used to observe the wind?	Date _____ Weather _____ Temperature _____
How can bubbles be used to observe the wind?	Date _____ Weather _____ Temperature _____
How can bubbles be used to observe the wind?	Date _____ Weather _____ Temperature _____
How can bubbles be used to observe the wind?	Date _____ Weather _____ Temperature _____
How can bubbles be used to observe the wind?	Date _____ Weather _____ Temperature _____
How can bubbles be used to observe the wind?	Date _____ Weather _____ Temperature _____

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

Say It	Build It	Write It
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Say It	Build It	Write It
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Skills: Know the spelling-sound correspondences for common consonant digraphs.

## Word Bank



duck



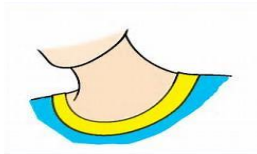
lick



dock



kick



neck



sick



sock



pack



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

## Make New Words

Gather these tiles:

<b>a</b>	<b>e</b>	<b>i</b>	<b>o</b>	<b>u</b>	<b>p</b>	<b>r</b>
<b>s</b>	<b>n</b>	<b>ck</b>	<b>sh</b>	<b>wh</b>	<b>th</b>	<b>ch</b>

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

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

Skills Know the spelling-sound correspondences for common consonant digraphs.

## Trick Word Memory

the

into

has

go

with

go

that

into

for

the

to

for

to

that

has

with

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

Word Work Station U1 W6

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

## WEEK 6 Lesson 1

### Science and Engineering: Observing the Sky: Bubbles in the Wind

<b>S &amp; E Big Ideas</b>	Wind is moving air. Bubbles are filled with air.
<b>S &amp; E Guiding Questions</b>	What is wind? How can you measure wind speed and direction? How can bubbles be used to observe the wind?
<b>Content Objective</b>	I can use bubbles to determine the direction of the wind. (1-ESS1-1, Practice 3)
<b>Language Objective</b>	I can use data to support my ideas during a discussion. (SL.3.1.b)
<b>Vocabulary</b>	<b>bubble:</b> a pocket of air that forms when gas rises to the surface of a liquid <b>direction:</b> the course or line along which something moves, faces, lies, or points <b>anemometer:</b> a device that measures wind speed and direction.
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>• bubble solution with wands, one for each child</li><li>• paper towels, one for each child</li><li>• <u>Fun with Bubbles</u> (<a href="https://www.youtube.com/watch?v=XxU_QenIO54">https://www.youtube.com/watch?v=XxU_QenIO54</a>)</li><li>• Bubble Observation Tracker, one for each child</li><li>• anemometer image, optional, for support</li><li>• chart paper and markers</li></ul> <p>On the chart, write: How can bubbles be used to observe the wind?</p> <p>Identify an open space for the bubble blowing experiment.</p> <p>Note: As the children work with bubbles to make observations about wind, they may ask, “Why does my bubble pop?” The most common reason is contact with a dry surface. When there is a strong wind or even</p>

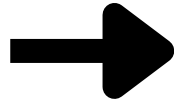
	<p>a gentle breeze, bubbles are much more difficult to create and will inevitably pop due to the wind's force. If you are in a dry climate or if a bubble touches a dry finger, blade of grass, or concrete, it will pop instantly.</p> <p>When children experiment with bubbles outside, the bubbles will evaporate quickly. It will be important that one partner blows the bubble while the other partner observes the path the bubble takes.</p>
<b>Opening</b> 3 minutes	<p><i>If you can't see the wind, then how can you tell its speed or direction? Meteorologists depend on wind features in order to forecast the weather. They use tools such as weather vanes to determine wind direction and <b>anemometers</b> to measure wind speed.</i></p> <p>Show image of anemometer.</p> <p><i>While we cannot see wind, we might be able to observe what it does to things around us, such as how wind blows our hair, moves tree limbs, or crackles flags. Meteorologists use the Beaufort Wind Force Scale to estimate wind speed. Scientists designed this scale based on the movement of flags, trees, and smoke. In this activity, we will make observations using bubbles to measure and describe wind speed and direction.</i></p>
<b>Investigation</b> 20 minutes	<p>Show the Sci Show Fun with Bubbles video.</p> <p>Review the question, How can bubbles be used to observe the wind?</p> <p>Conduct the experiment outside. Have the children work in pairs. One child will blow bubbles using the wand and solution while the partner records the direction the bubbles drifted on the Bubble Observation Tracker (left, right, up, or down). Instruct the children to blow gently through the wand. If it is helpful, provide an example to support children's gentle blowing such as blowing on a dandelion puff or a birthday candle.</p>
<b>Discussion</b> 6 minutes	<p>Discuss, how can bubbles be used to observe the wind? Record the responses on the chart paper.</p>
<b>Closing</b> 1 minute	<p><i>You have made many interesting observations. You'll have a chance to write more about this experience in the Science Literacy Station, when you respond to the question, "How can bubbles be used to observe the wind?"</i></p>
<b>Standards</b>	<p><b>1-ESS1-1.</b> Use observations of the Sun, Moon and stars to describe that each appears to rise in one part of the sky, appears to move across the sky,</p>



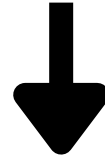
Use the symbols to track the direction of the bubble.



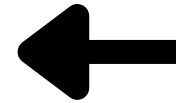
Up



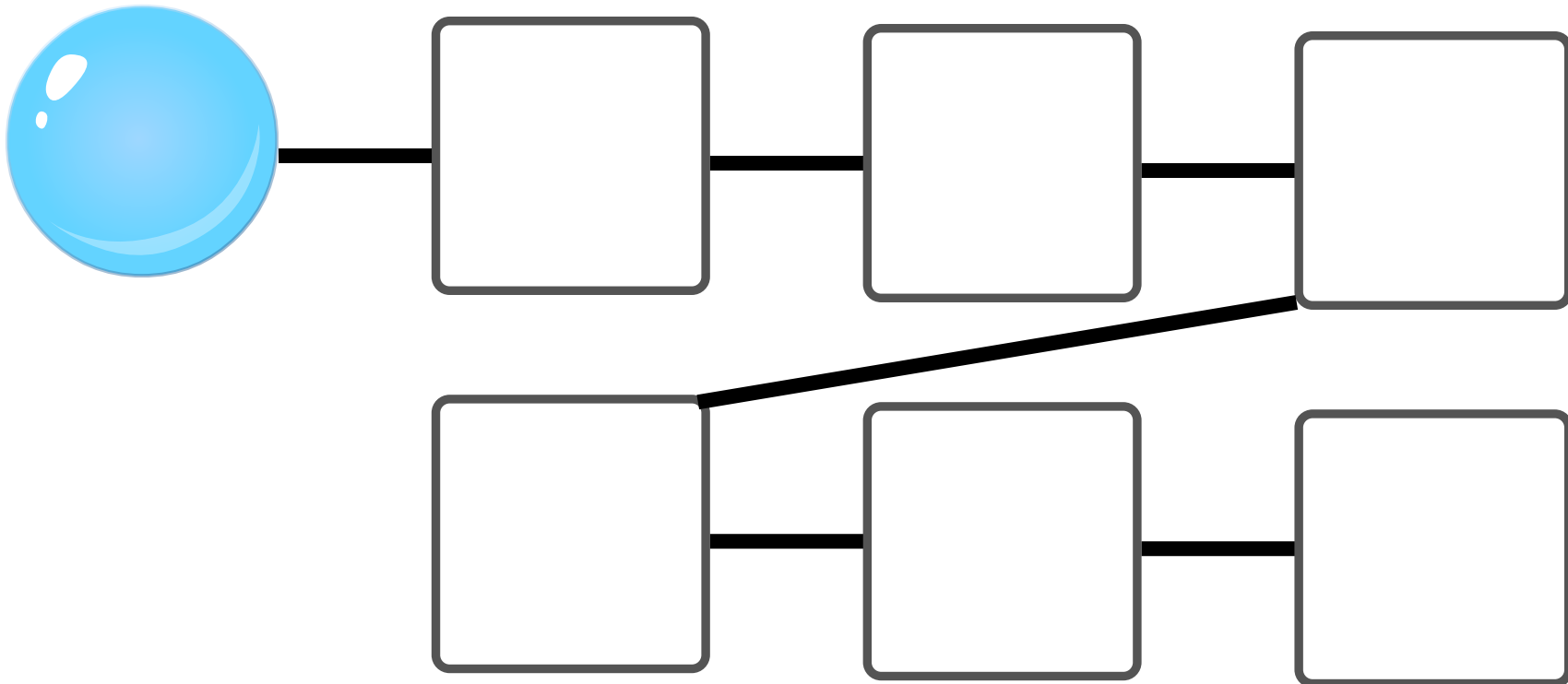
Right



Down



Left



# Anemometer



A weather device that measures wind speed and wind direction.

## WEEK 6 Lesson 2

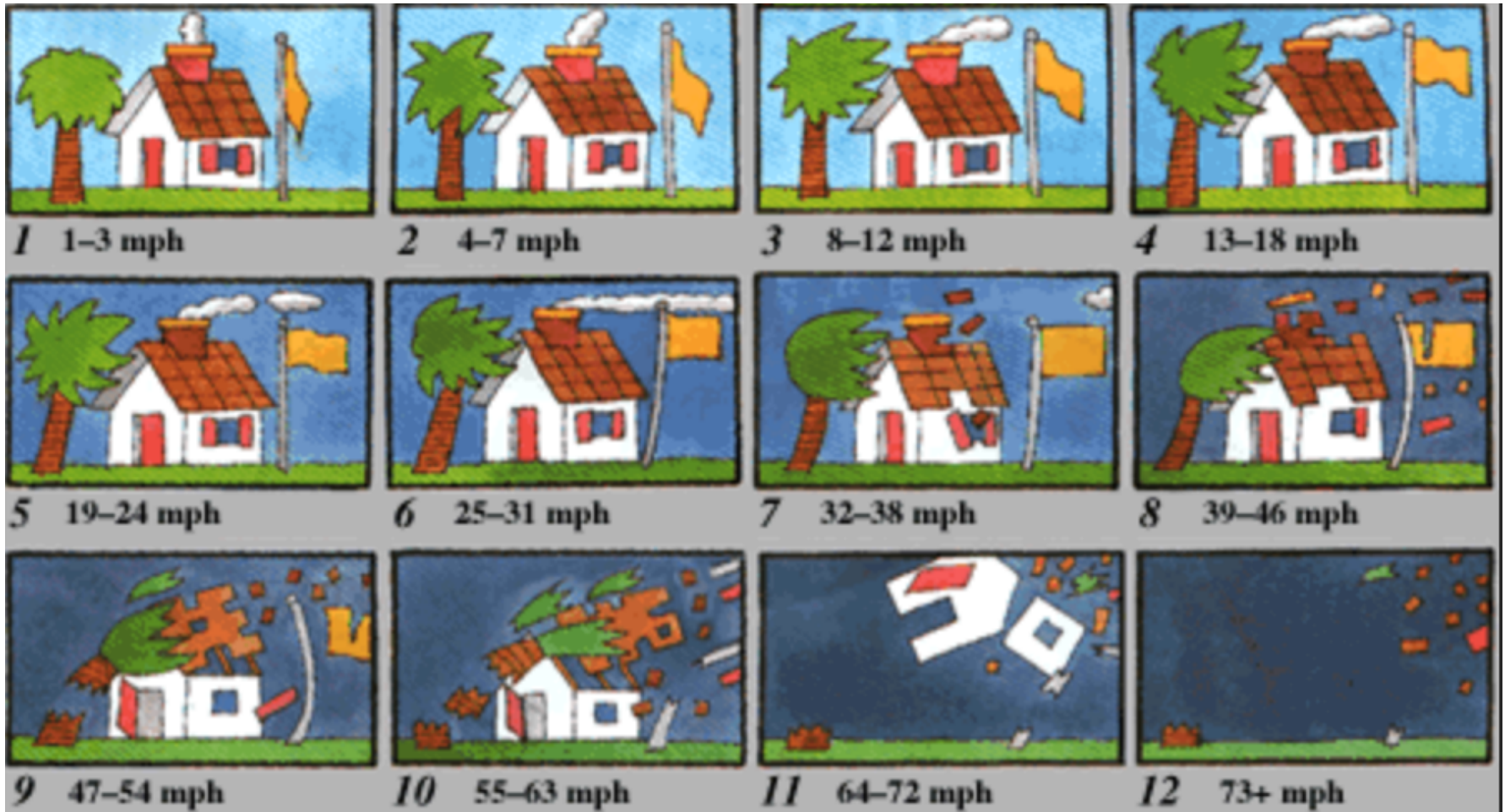
<b>Science and Engineering:</b> Observing the Sky: Wind Speed-Building Anemometers
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<b>S &amp; E Big Ideas</b>	Wind is moving air. Meteorologists use wind scales to describe the strength of the wind. Meteorologists use anemometers to measure the speed of the wind.
<b>S &amp; E Guiding Question</b>	How strong is the wind today?
<b>Content Objectives</b>	I can use my five senses to gather information about the wind. (1-ESS1-1) I can use evidence to support my claim about wind speed. (Practice 7)
<b>Language Objective</b>	I can use the data I gathered to discuss what I noticed about anemometers. (SL.3.1.a)
<b>Vocabulary</b>	<b>calm:</b> a wind classification that describes when there is no wind <b>gentle breeze:</b> a mild gust of wind <b>moderate breeze:</b> an average gust of wind <b>strong breeze:</b> a hard gust of wind <b>anemometer:</b> a weather instrument used to measure wind speed
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>• t-pin or push pin, 1 per group</li><li>• masking tape, 4 pieces per group</li><li>• small cups (dixie cup size), 4 per group</li><li>• pieces of strong cardboard, 2 per group</li><li>• pencil, 1 per group</li><li>• fan, optional</li><li>• <a href="https://www.youtube.com/watch?v=Gab07UaoeZI">DIY anemometer- 1 Minute Science</a> video (https://www.youtube.com/watch?v=Gab07UaoeZI) Use the video link to guide the construction of the anemometer. Prepare a model.</li><li>• Beauford Scale- Wind Speed on Land visual, project or print out</li></ul>



	Children will work in small groups. If needed, prepare these groups ahead of time.
<b>Opening</b> 3 minutes	<p><i>Meteorologists use many tools to help them study the weather. One tool they use is called the Beauford Scale to determine wind speed. Let's take a look at this scale. What do you notice about the pictures? How are they the same and how do they change?</i></p> <p>Show the Beauford Scale visual.</p> <p><i>An <b>anemometer</b> is another tool meteorologists use. This tool is used to measure wind speed. Here is a model of an anemometer. How do you think this is used to measure wind speed?</i></p> <p>Show the anemometer model.</p> <p><i>Today we will build this model and measure wind speed. A meteorologist uses a computer to count the number of times the anemometer spins. Today we will observe if the anemometer is spinning slowly, quickly, or rapidly, very fast.</i></p>
<b>Investigation</b> 20 minutes	<p>Support children with building the anemometers.</p> <p>Take children outside to test the wind speed. Encourage children to describe if the anemometer is spinning slowly, quickly, or rapidly.</p> <p>If there is time, also have children test their anemometers with a fan on varying speeds.</p>
<b>Discussion</b> 6 minutes	<p>Back in the classroom, discuss observations in the whole group.</p> <p><i>What did you notice about the wind speed when we went outside? How did this compare to what you noticed when you used the anemometer next to the fan? Why is measuring wind speed important to the people in our community?</i></p>
<b>Closing</b> 1 minute	<i>You have made many interesting observations. We will record our thinking in our science journals.</i>
<b>Standards</b>	<b>K-ESS3-2:</b> Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.
<b>Ongoing assessment</b>	<p>Listen in and take notes as children make observations about wind speed.</p> <p>How are children collecting information about the wind?</p> <p>What do children understand, and what evidence do they cite to support their understanding?</p> <p>Identify their questions and record their observations.</p>

# Beauford Scale-Wind Speed on Land



## WEEK 6 Studios



### How can we create positive change in our communities?

Children continue activities from previous weeks until the project is introduced during Text Talk on Day 3. Paint is introduced in the Art Studio.

#### Day 3: Planning the Book Access Project



Children plan how to communicate their ideas about expanding access to books to more people in local communities. Specific work in the studios will depend on projects taken on by each small group.



<b>Big Idea</b>	When people in communities talk, work, play and learn together, they can create positive change.
<b>Materials and Preparation</b>	<p>Paint may be introduced for exploration in the Art Studio during a Studios session preceding Day 3:</p> <p><u>For the Art Studio:</u></p> <ul style="list-style-type: none"><li>● tempera paints</li><li>● paint brushes</li><li>● cups for water</li><li>● large paper</li></ul> <p>Set up an easel or other large surface for painting, as children will encounter mural painting in <i>Maybe Something Beautiful</i> in Week 7.</p> <p><u>For the Science and Engineering Studio:</u></p> <ul style="list-style-type: none"><li>● colored pencils, markers or crayons</li><li>● strips of white construction paper or cardstock, 4 ¼" x 11", one per child</li><li>● strips of tissue paper or party streamers, cut to 12" in length and around 4" wide, of any color</li><li>● single hole punch, single hole</li><li>● tape or glue</li></ul>

	<ul style="list-style-type: none"><li>● string 10" in length, one per child</li><li>● Wind Sock Directions, at least 2 copies for the Studio</li></ul> <p>Read the Book Access Project Introduction (Unit 1 Introduction documents). Consider the variety of activities that might be proposed by and to the children and implications of realizing each one.</p> <ul style="list-style-type: none"><li>● chart from Text Talk, Day 3, with responses to the question, How can we increase access to books for children and families in all towns/areas?</li><li>● chart paper</li></ul> <p>Prepare the following Book Access Project Plan.</p> <table><tr><th colspan="3">Book Access Project Plan</th></tr><tr><th>Names</th><th>Project Idea</th><th>Studio and Materials</th></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table> <ul style="list-style-type: none"><li>● Book Access Project Planning sheets, one for each group</li><li>● writing tools</li><li>● Studios prompts</li><li>● observation sheets</li></ul> <p>Refresh each studio's bin with all materials introduced so far. If children are continuing previous work in addition to project work, make sure they have those needed tools and materials.</p> <p>Identify a space such as a table or group of shelves where children can save and revisit their work over the course of the three weeks.</p> <p>Make sure tools and materials in all studios are accessible, especially Beautiful Stuff.</p>	Book Access Project Plan			Names	Project Idea	Studio and Materials												
Book Access Project Plan																			
Names	Project Idea	Studio and Materials																	
Opening	<p><i>At the Science and Engineering Studio, you will build a windsock. Windsocks are another tool used to measure wind speed. You will often see windsocks at airports or used as decoration in yards.</i></p> <p>Refer to the chart from Text Talk.</p>																		

	<p><i>We made this list during Text Talk this morning. These are all ideas for making books more accessible to children and families in our towns/areas/neighborhoods. Let's read it through again.</i></p> <p><i>You've had a chance to think about which of these ideas you would like to work on and which materials you might use.</i></p> <p>If paint has not been introduced previously:  <i>Before we organize our project ideas, I want to let you know about one more material we have available in the Art Studio.</i></p> <p><i>Next week we will meet book characters who make a big difference in their communities by using paint.  Paint is another medium artists use. Thumbs up if you have used paint before.</i></p> <p><i>You may want to use paint at some point in your project for increasing access to books for all members of our community.</i></p> <p>Refer to the Project Plan chart.  <i>Now we'll organize ourselves with a plan so we know who is working on what in each studio.</i></p> <p>Think, Pair, Share.  <i>Take a moment to think: What idea am I hoping to work on, and how?  Turn and talk to a partner about what you would like to do. You might still have the same idea from this morning, or you might have changed your mind since then.</i></p> <p>To prompt children's thinking, restate ideas shared during the Text Talk discussion.</p> <p><i>Let's write down what you are thinking about the project on our class Project Plan.</i></p> <p>Gather ideas from the children and record them in an organized way on the Project Plan chart. Note that more than one project may be undertaken in a given studio, space and materials allowing.</p> <p><i>When you get to your work space with your group, you'll begin by filling out this Project Planning sheet.</i></p>
<b>Facilitation</b>	<p>Help children get settled into groups and studios. Distribute a Book Access Project Planning sheet to each group.</p>

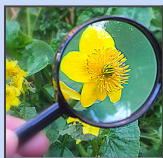
	<p>As children work, support their thinking, writing, and collection of materials. The first session is likely to be primarily planning, organizing, and gathering in order to begin hands on work in successive sessions.</p> <p>Use the following boxes to record the kinds of work children are pursuing, in order to assess work and plan for subsequent sessions in the studios.</p> <p>Facilitate careful, intentional work by asking children questions about their plans, processes, collaborations, changes in course, and successes.</p>
<b>Closing Studios</b>	<p>Throughout the span of these three project weeks, occasionally hold short, whole group meetings to describe work unfolding in each studio and to make any needed adjustments. Hold Thinking and Feedback meetings often enough so that each group benefits from peer suggestions, as well.</p>

<p><b>Art</b></p> 	Group 1:	Group 2:
Current state of the project		
Questions to prompt further work		
Practical support: resources, materials, collaboration		
<p><b>Building</b></p> 	Group 1:	Group 2:
Current state of the project		
Questions to prompt further work		
Practical support: resources, materials, collaboration		

<p><b>Drama</b></p> 	<p>Group 1:</p>	<p>Group 2:</p>
<p>Current state of the project</p>		
<p>Questions to prompt further work</p>		
<p>Practical support: resources, materials, collaboration</p>		
<p><b>Library</b></p> 	<p>Group 1:</p>	<p>Group 2:</p>
<p>Current state of the project</p>		
<p>Questions to prompt further work</p>		
<p>Practical support: resources, materials, collaboration</p>		



## Science and Engineering



### Measuring Wind

#### Objective:

I can use tools to measure wind speed.

#### Introduction:

Reintroduce materials and processes, as needed, from the week's Science and Engineering lessons.

#### Process:

Children will create wind socks, using the Wind Sock Directions as guidance.


#### Facilitation:

*How can this windsock be used to measure wind speed?*

*What else could this measure?*

#### Ongoing Assessment:

Review children's journals. Look for evidence of understanding that air is matter. For example; air can move things, air can fill a balloon or a bag; when air moves we can feel it.

<b>Writing and Drawing</b> 	Group 1:	Group 2:
Current state of the project		
Questions to prompt further work		
Practical support: resources, materials, collaboration		
<b>Standards</b>	Standards addressed will depend upon the studios in which children work.  <u>Science and Engineering:</u> <b>Practice 1.</b> Asking questions and defining problems <b>Practice 2.</b> Developing and using models	

<b>Notes</b>
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# Book Access Project Planning

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

\_\_\_\_\_

Our plan:

Studio: \_\_\_\_\_

Materials needed:

\_\_\_\_\_

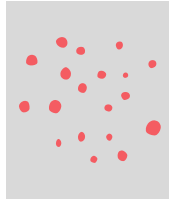
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\_\_\_\_\_

Studios U1 W6

1. Decorate the paper



2. Fold the paper into a tube. Bring the short sides together.



3. Tape the edges.



4. Add glue to one end of the streamer.



5. Press the streamer down on the inside of the paper tube.



6. Use the hole punch to make 2 holes on each side of the tube.



7. Put the piece of string through the holes and tie the two ends together.



## **Art Studio**

What is my idea for increasing book access?

How will I use these materials?

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## **Building Studio**

What is my idea for increasing book access?

How will I use these materials?

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## **Drama Studio**

What is my idea for increasing book access?

How will I use these materials?

## **Library Studio**

What is my idea for increasing book access?

How will I use these materials?

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## **Science and Engineering Studio**

What does the pinwheel tell me about the wind?

How is a pinwheel like an anemometer?

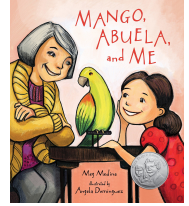
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## **Writing and Drawing Studio**

What is my idea for increasing book access?

How will I use these materials?

## Unit 1: Building Strong Communities



### WEEK 6 Day 1

#### Writing Personal Recount

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

<b>Content Objective</b>	I can develop the events of a personal recount. (W.3.1.b, Standard W.2)
<b>Language Objective</b>	I can recount the sub-events related to one event in <i>Mango, Abuela, and Me</i> . (SL.1.1, R.5.1.a)
<b>Vocabulary</b>	<p><b>purpose:</b> the reason for doing or creating something</p> <p><b>personal recount:</b> a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p><b>entertain:</b> to interest someone</p> <p><b>major events:</b> the most important events</p> <p><b>develop:</b> to add more; to elaborate; to stretch out</p> <p><b>sub-events:</b> the smaller events and details that tell more about the major events</p> <p><b>conclusion:</b> the end</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>• <i>Mango, Abuela, and Me</i>, Meg Medina</li><li>• <i>Mango, Abuela, and Me</i> chart, from Week 5, Day 4</li><li>• chart paper and marker</li></ul> <p>Prepare the following Development of Events chart.</p>

Writing U1 W6 D1

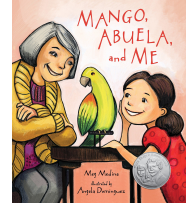
	<table><tr><th>Development of Events</th></tr><tr><td><b>Title:</b> <i>Mango, Abuela, and Me</i></td></tr><tr><td><b>Major Event:</b> Mia and Abuela taught each other words in English and Spanish.</td></tr><tr><td><b>Sub-Events:</b></td></tr><tr><td></td></tr><tr><td></td></tr></table> <ul style="list-style-type: none"><li>jointly constructed personal recount, from Week 5, Day 3</li><li>writing tools</li><li>children’s writing notebooks</li><li>personal Recount Observation Tools, from Week 5, Day 3</li></ul>	Development of Events	<b>Title:</b> <i>Mango, Abuela, and Me</i>	<b>Major Event:</b> Mia and Abuela taught each other words in English and Spanish.	<b>Sub-Events:</b>		
Development of Events							
<b>Title:</b> <i>Mango, Abuela, and Me</i>							
<b>Major Event:</b> Mia and Abuela taught each other words in English and Spanish.							
<b>Sub-Events:</b>							
<b>Opening</b> 1 minute	<i>We know that one purpose of personal recounts is to entertain the reader. Today we will talk about one way writers make personal recounts more entertaining.</i>						
<b>Deconstruction</b> 10 minutes	<p>Refer to the <i>Mango, Abuela, and Me</i> chart.</p> <p><i>Last time, we put the <b>major events</b> of Mango, Abuela, and Me in order. These are the most important events.</i></p> <p>Read the events.</p> <p><i>Right now, these events do not sound interesting. One way that an author makes a personal recount more entertaining is to develop these events.</i></p> <p>Introduce the Development of Events chart.</p> <p><i>We’re going to look closely at one major event from the story: when Abuela and Mia teach each other words in English and Spanish. We’ll reread those pages to find out the other events and details Meg Medina includes to tell more about what happened and to make the story entertaining. These are called the <b>sub-events</b>.</i></p> <p>Read pages 13-16. Have children Think, Pair, Share to discuss what other details the author includes. Harvest ideas from the children and fill them in on the Development of Events sheet. See the following example.</p>						



	<table><tr><td>Development of Events</td></tr><tr><td><b>Title:</b> <i>Mango, Abuela, and Me</i></td></tr><tr><td><b>Major Event:</b> Mia and Abuela taught each other words in English and Spanish.</td></tr><tr><td><b>Sub-Events:</b> Mia and Abuela pointed to and named foods in the kitchen.</td></tr><tr><td>Mia put up word cards in English all over the house.</td></tr><tr><td>Abuela and Mia played Oye y Di—Hear and Say—all around the house.</td></tr></table>	Development of Events	<b>Title:</b> <i>Mango, Abuela, and Me</i>	<b>Major Event:</b> Mia and Abuela taught each other words in English and Spanish.	<b>Sub-Events:</b> Mia and Abuela pointed to and named foods in the kitchen.	Mia put up word cards in English all over the house.	Abuela and Mia played Oye y Di—Hear and Say—all around the house.
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Mia put up word cards in English all over the house.							
Abuela and Mia played Oye y Di—Hear and Say—all around the house.							
<b>Joint Construction</b> 9 minutes	<p><i>Let’s go back to the personal recount we have been working on and think about how we can develop one of our events.</i></p> <p>Choose and read aloud one event.</p> <p><i>What can we add here? What else happened?</i></p> <p>As a class, add words and details to the illustration to represent the development of that event.</p>						
<b>Individual Construction</b> 9 minutes	<p><i>Now it’s your turn to begin developing the events in your personal recount. First you will read the major events out loud to your partner to make sure none are missing. Then you will add more information about each event. Add words and details to the illustration to show what else happened.</i></p> <p>Distribute children’s notebooks and send them to write. As children work, circulate to support them and take notes on the Personal Recount Observation Tool.</p>						
<b>Closing</b> 1 minute	<p><i>Today we learned that developing events makes personal recounts more entertaining. Tomorrow we will learn about the conclusions of personal recounts.</i></p>						
<b>Standards</b>	<p><b>R.5.1.a</b> Retell texts, including details about who, what, when, where, and how; demonstrate an understanding of the theme.</p> <p><b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details.</p> <p><b>Standard W.2</b> Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p> <p><b>SL.1.1</b> Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger</p>						

	groups.
<b>Ongoing assessment</b>	<p>Reflect on the whole group discussion.</p> <p>Are children able to recount the sub-events related to a major event in <i>Mango, Abuela, and Me</i>?</p> <p>What are their confusions?</p> <p>As children write, circulate and take notes on the Personal Recount Observation Tool.</p> <p>What do children add to develop their events?</p>

<b>Notes</b>
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## WEEK 6 Day 2

### Writing Personal Recount

Deconstruction, Joint Construction, and Individual Construction:  
Conclusion

<b>Content Objective</b>	I can write the conclusion of a personal recount. (W.3.1.b, Writing Standard W.2)
<b>Language Objective</b>	I can discuss the best type of conclusion for the class's personal recount. (SL.2.1.a)
<b>Vocabulary</b>	<p><b>personal recount:</b> a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p><b>orientation:</b> in a personal recount, the text that introduces the story</p> <p><b>sequence of events:</b> the events in a personal recount, in order</p> <p><b>stages:</b> the parts of a piece of writing</p> <p><b>conclusion:</b> the end</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>• Personal Recount anchor chart images: conclusion</li> <li>• Personal Recount anchor chart, from Week 5, Day 2</li> <li>• <i>Mango, Abuela, and Me</i>, Meg Medina</li> <li>• <i>Mango, Abuela, and Me</i> chart, from Week 5, Day 4</li> <li>• jointly constructed personal recount, from Week 5, Day 3</li> <li>• writing tools</li> <li>• children's notebooks</li> <li>• personal Recount Observation Tools, from Week 5, Day 3</li> </ul>
<b>Opening</b> 1 minute	<p>Refer to the Personal Recount anchor chart.</p> <p><i>We have been learning a lot about personal recounts! We know that they begin with an orientation, followed by the sequence of events. Today we are going to learn about another stage, or part, of personal recounts.</i></p>
<b>Deconstruction</b> 9 minutes	<p>Open to the last page of <i>Mango, Abuela, and Me</i>.</p> <p><i>Personal recounts end with <b>conclusions</b>. Sometimes writers end their personal recounts with one final event; sometimes they talk</i></p>

	<p><i>about why the experience was important; and sometimes they end with a feeling. I am going to read the last page of Mango, Abuela, and Me. As I read, think about which kind of conclusion Meg Medina chooses.</i></p> <p>Read the last page. Harvest the children’s ideas.  <i>Meg Medina concludes her story with a feeling. She uses the illustration and words to show Abuela and Mia feeling close and comfortable with each other, both going to sleep peacefully.</i></p> <p>Add the conclusion anchor chart image to the chart, below sequence of events.</p>
<b>Joint Construction</b> 10 minutes	<p><i>Let’s go back to the personal recount we have been working on and think about how we would like to conclude it. What would be the best way to end—with a final event, a feeling, or talking about why the experience was important?</i></p> <p>Decide together which type of conclusion to write, and what to write. Then write the conclusion together as a class.</p>
<b>Individual Construction</b> 9 minutes	<p><i>Now it’s your turn to write a conclusion for your personal recount. Reread your story to yourself. Then think about what conclusion makes sense. Tell your conclusion to your partner before you draw and write it.</i></p> <p>Distribute children’s notebooks and send them to write. As children work, circulate to support them and take notes on the Personal Recount Observation Tool.</p>
<b>Closing</b> 1 minute	<p><i>Today we learned about the conclusions of personal recounts. Tomorrow you will continue writing.</i></p>
<b>Standards</b>	<p><b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details.</p> <p><b>Standard W.2</b> Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p> <p><b>SL.2.1.a</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
<b>Ongoing assessment</b>	<p>Reflect on the whole group discussion.  Which type of conclusion do children identify for <i>Mango, Abuela, and Me</i>?</p> <p>As children write, circulate and take notes on the Personal Recount Observation Tool.</p>

	How do children conclude their personal recounts? Are there any trends emerging?
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**Notes**



## Personal Recount anchor chart images

stages



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

Writing U1 W6 D2

## Unit 1: Building Strong Communities

### WEEK 6 Day 3

#### Writing Personal Recount

Individual Construction

<b>Content Objective</b>	I can write a personal recount. (W.3.1.b, Writing Standard W.2)																																
<b>Language Objective</b>	I can retell the stages of someone else’s personal recount. (SL.1.1)																																
<b>Vocabulary</b>	<b>stages:</b> the parts of a piece of writing <b>personal recount:</b> a genre of writing whose purpose is to document a sequence of events and to entertain <b>orientation:</b> in a personal recount, the text that introduces the story																																
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>• chart paper and marker</li></ul> <p>Prepare the following Personal Recount Stages chart.</p> <table><tr><td colspan="4">Title:</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">Conclusion:</td></tr></table>	Title:				Orientation:				Who	When	Where	What	Sequence of Events:																Conclusion:			
Title:																																	
Orientation:																																	
Who	When	Where	What																														
Sequence of Events:																																	
Conclusion:																																	

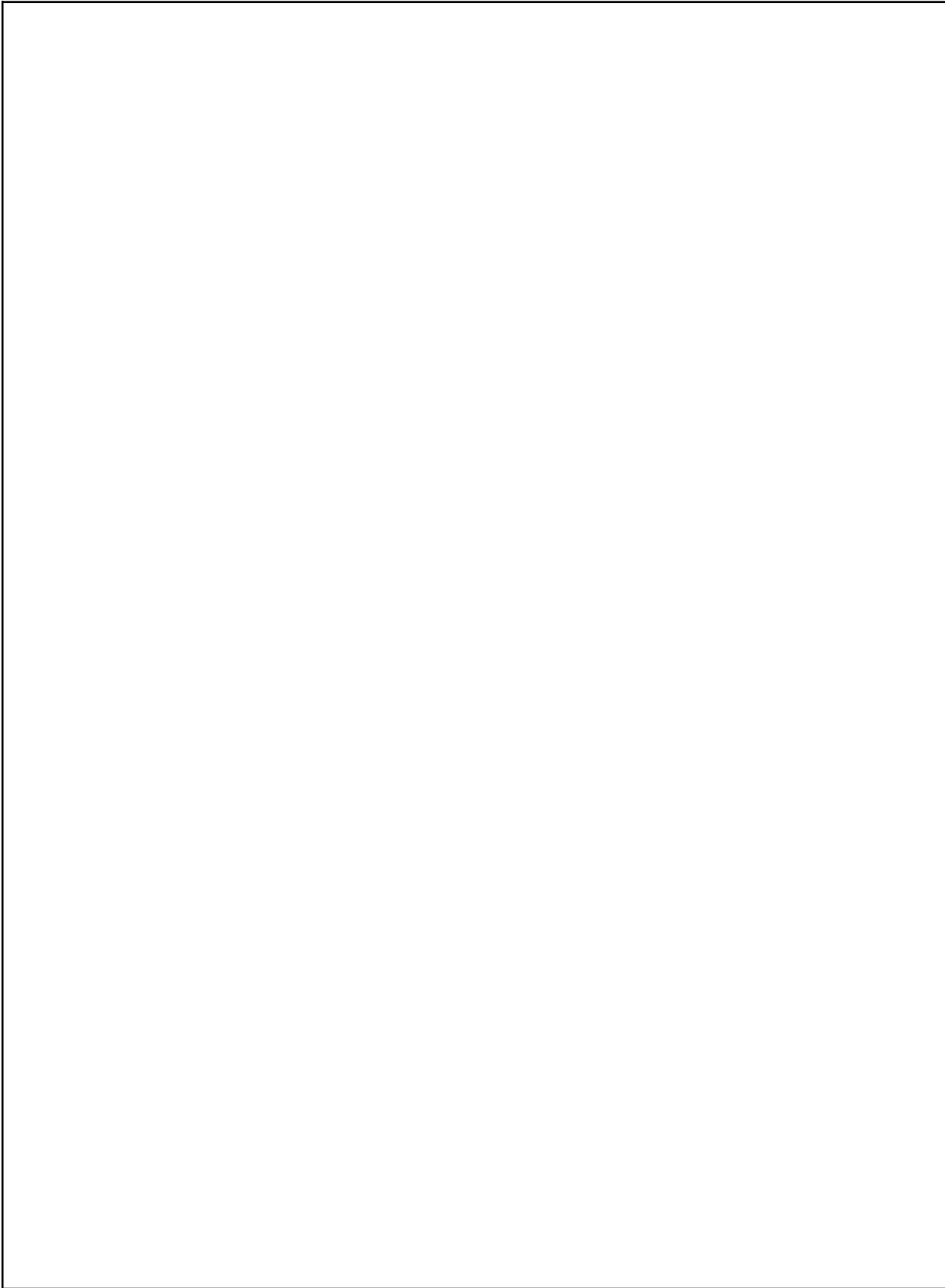
Writing U1 W6 D3



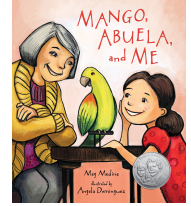
	<ul style="list-style-type: none"> <li>• system for keeping track of work shared Choose one child who would like to share a personal recount.</li> <li>• drawing and writing tools</li> <li>• drawing and writing paper Different styles of loose paper should be available to children (they will be stapled 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.</li> <li>• children’s writing folders</li> <li>• personal Recount Observation Tools, from Week 5, Day 3</li> </ul>
<b>Opening</b> 1 minute	<p>Refer to the Personal Recount Stages chart.</p> <p><i>We used a chart like this to keep track of the stages of Mango, Abuela, and Me. We are going to use the same kind of chart to keep track of our own personal recounts!</i></p>
<b>Individual Construction</b> 15 minutes	<p><i>For the next few weeks we will be thinking a lot about books and making sure that everyone has access to books. Today when you tell and draw your personal recounts, you will think about an experience you have had with books. For example, it could be a special time when someone read you a book, when you got a library card, or when we read an important book together at school.</i></p> <p>Call the child who will share to the front of the meeting area. Guide him to tell his personal recount, including all stages (orientation, sequence of events, and conclusion).</p> <p><i>Now we are going to chart _____’s personal recount. Think about the orientation—the beginning: who was in _____’s story?</i></p> <p>Have the presenter call on a classmate to answer. Record the response in the Who portion of the chart.</p> <p>Repeat the process with When. Note that often children do not include when their stories happened. Guide him to include time information, for example “at night,” “the other day,” “when I was in kindergarten.”</p> <p>Repeat the process with Where and What. Note that the What portion of the orientation is an introduction to what happened in the story. For example, Abuela came to live with Mia and her family.</p> <p>Repeat the process to record the Sequence of Events and Conclusion. Note that the Title line will be filled in the following day.</p>
<b>Individual Construction</b>	<p><i>Remember, when you go to write today, you will write a personal recount about an experience you had with books. Think about what</i></p>

13 minutes	<p><i>you would like to write, then tell the story to your partner.</i></p> <p>After children share their plans, send them to write. As children work, circulate to support them and to take notes on the Personal Recount Observation Tools.</p>
<b>Closing</b> 1 minute	<p><i>Today we heard and made a chart about _____'s personal recount and wrote our own personal recounts. Tomorrow we will check in with _____ again!</i></p>
<b>Standards</b>	<p><b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details.</p> <p><b>Standard W.2</b> Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p> <p><b>SL.1.1</b> Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p>
<b>Ongoing assessment</b>	<p>Reflect on the whole group discussion.</p> <p>Which stages of the presenter's personal recount do children easily identify? Which are more challenging?</p> <p>Which stages does the presenter include? Which are missing?</p> <p>As children write, circulate and take notes on the Personal Recount Observation Tool.</p>

<b>Notes</b>
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Writing U1 W6 D3



## WEEK 6 Day 4

### Writing Personal Recount

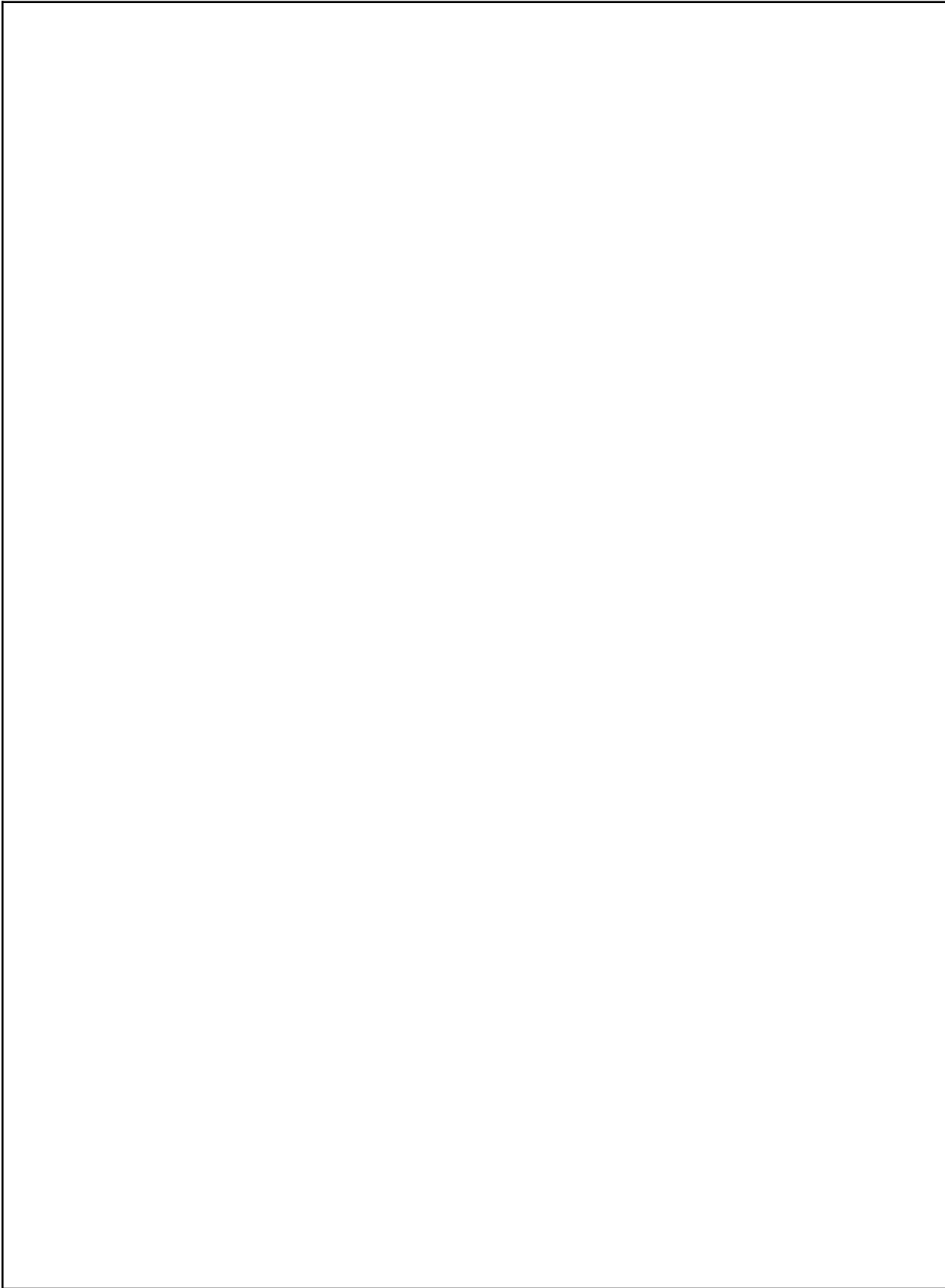
Deconstruction, Joint Construction, and Individual Construction: Title

<b>Content Objective</b>	I can write a title for a personal recount. (W.3.1.b, Writing Standard W.2)
<b>Language Objective</b>	I can discuss what makes an effective title for a personal recount. (SL.1.1)
<b>Vocabulary</b>	<p><b>title:</b> the name of a piece of writing</p> <p><b>personal recount:</b> a genre of writing whose purpose is to document a sequence of events and to entertain</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>child's Personal Recount Stages chart, from Day 3</li> <li><i>Mango, Abuela, and Me</i>, Meg Medina</li> <li>drawing and writing tools</li> <li>children's writing folders</li> <li>blank sheet of paper, one for each child</li> <li>drawing and writing paper</li> </ul> <p>Provide different styles of loose paper with space for illustration and lines for writing words..</p> <ul style="list-style-type: none"> <li>personal Recount Observation Tools, from Week 5, Day 3</li> </ul>
<b>Opening</b> 1 minute	<i>Today we will look at _____'s illustration and add a title. We'll also add a title to our class personal recount, and you will write titles for your personal recounts.</i>
<b>Deconstruction</b> 10 minutes	<p>Display the child's chart and review his personal recount. Point to the Title line on the chart.</p> <p><i>Now let's help _____ think of a title. In personal recounts the title gives information about what the story will be about and is interesting to the reader. Before we work together to come up with a title, let's take a look at the title of the text we have been reading.</i></p> <p>Show <i>Mango, Abuela, and Me</i>. Think, Pair, Share.  <i>Meg Medina named her book Mango, Abuela, and Me. Why do you</i></p>

	<p><i>think she chose that title?</i> Harvest several ideas.</p> <p><i>Remember, we said that the titles of personal recounts have two jobs. One is to give information. What kind of information about the story do we get from this title?</i> [it mentions three characters in the story; we can tell that one of the characters is telling the story]</p> <p><i>The other job of a title is to be interesting to the reader. What is interesting about this title?</i> [someone might not be sure who Mango is; the reader might want to know what these three are doing together]</p>
<b>Joint Construction</b> 5 minutes	<p><i>Think about _____'s personal recount. What would be a good title?</i> Collect the children's ideas and write them on the teacher whiteboard.</p> <p><i>Now _____ has a lot of options to choose from. _____, is there one that fits your personal recount the best, or would you like to keep thinking?</i> If the child is ready, record the title in his chart. If not, allow him to keep thinking as the other children go to work. After the child has written his title, send him to write his personal recount on paper.</p>
<b>Individual Construction</b> 13 minutes	<p><i>Now it's your turn. When you get your writing folder, review the personal recount you started yesterday. Think about what might be a good title, and tell your partner. Write your title on a blank sheet of paper. This will be the front cover of your book. After you write your title, you can continue working on the rest of your personal recount.</i></p> <p>Send the children to work. As they work, circulate to support them and to take notes on the Personal Recount Observation Tools.</p>
<b>Closing</b> 1 minute	<p><i>Today we learned about the titles in personal recounts. Tomorrow we will chart another classmate's personal recount.</i></p>
<b>Standards</b>	<p><b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details.</p> <p><b>Standard W.2</b> Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p> <p><b>SL.1.1</b> Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p>

<b>Ongoing assessment</b>	<p>As children write, circulate and take notes on the Personal Recount Observation Tool.</p> <p>How effective are children's titles?</p> <p>Are they informative? interesting?</p> <p>Note that writing titles is a challenging process that will improve over time.</p>
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<p><b>Notes</b></p>
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Writing U1 W6 D4

## WEEK 6 Day 5

### Writing Personal Recount

#### Individual Construction

<b>Content Objective</b>	I can write a personal recount. (W.3.1.b, Writing Standard W.2)
<b>Language Objective</b>	I can retell the stages of someone else's personal recount. (SL.1.1)
<b>Vocabulary</b>	<b>personal recount:</b> a genre of writing whose purpose is to document a sequence of events and to entertain
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● piece of chart paper and marker Prepare the Personal Recount Stages chart (see Day 3).</li><li>● system for keeping track of work shared Choose one child who would like to share a personal recount and who has not yet shared her work.</li><li>● drawing and writing tools</li><li>● drawing and writing paper Provide different styles of loose paper with space for illustration and lines for writing words.</li><li>● children's writing folders</li><li>● personal Recount Observation Tools, from Week 5, Day 3</li></ul>
<b>Opening</b> 1 minute	<i>Today we are going to chart _____'s personal recount!</i>
<b>Individual Construction</b> 10 minutes	<p>Call the child who will share her writing to the front of the meeting area, with her folder. Guide her to tell the personal recount she began writing, including all stages (orientation, sequence of events, and conclusion).</p> <p>Follow the process from Day 3 of having other children retell the parts of the presenter's story. Write them on the chart. Support the presenter in choosing a title for her work.</p>
<b>Individual Construction</b>	<p>Distribute children's writing folders.</p> <p><i>Before you go to write, review your work. Which parts of your</i></p>



18 minutes	<p><i>personal recount have you included?</i>  <i>Which are you still missing?</i>  <i>Tell your plan for writing today to your partner.</i></p> <p>After sharing their plans for writing, send children to work. As children write, circulate to support them and to take notes on the Personal Recount Observation Tools.</p>
<b>Closing</b> 1 minute	<p><i>Next we will learn about the verbs in personal recounts!</i></p>
<b>Standards</b>	<p><b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details.</p> <p><b>Standard W.2</b> Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p> <p><b>SL.1.1</b> Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p>
<b>Ongoing assessment</b>	<p>Reflect on the whole group discussion.</p> <p>Which stages of the presenter’s personal recount do children easily identify? Which are more challenging?</p> <p>Which stages does the presenter include? Which are missing?</p> <p>As children write, circulate and take notes on the Personal Recount Observation Tool.</p>

<b>Notes</b>
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