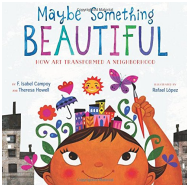
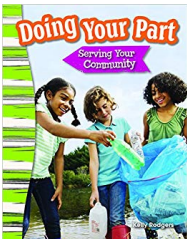
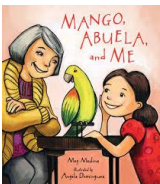


Unit 1: Building Strong Communities

WEEK 7 At a Glance

Weekly Question: How can we create positive change in our communities?			
Texts 	Vocabulary and Language Day 1: Introduce Weekly Words: donate, empathy, recycle Day 2: Introduce Weekly Words: volunteer, charity, organization Day 3: Verbs Day 4: One Great Sentence Day 5: Carousel Brainstorm		
	Text Talk Day 1: <i>Maybe Something Beautiful</i> , Read 1 Day 2: <i>Maybe Something Beautiful</i> , Read 2 Day 3: Interview with Leader Activist: David Meshoulam slides and video Day 4: <i>Doing Your Part</i> , pages 10-11 and 18-20 Day 5: <i>Doing Your Part</i> , pages 12-15		
	Stations Shared Reading: “This Little Light of Mine” Independent and Partner Reading Listening & Speaking: Talk, Draw, Talk; Listen & Respond (<i>Maybe Something Beautiful</i>) Science Literacy: How do the seasons change over the year? Vocabulary: Draw for Meaning with Week 6 words Word Work: Fluent Reader’s Challenge, Digraph BINGO, Trick Word Memory		
	<table border="1"> <tr> <td> Science and Engineering Lesson 1: Changes in Seasons Lesson 2: What happens during a storm? </td><td> Studios Continuing work on the Book Access Project; considerations of weather on project ideas; sorting Beautiful Stuff </td></tr> </table>	Science and Engineering Lesson 1: Changes in Seasons Lesson 2: What happens during a storm?	Studios Continuing work on the Book Access Project; considerations of weather on project ideas; sorting Beautiful Stuff
Science and Engineering Lesson 1: Changes in Seasons Lesson 2: What happens during a storm?	Studios Continuing work on the Book Access Project; considerations of weather on project ideas; sorting Beautiful Stuff		
Mentor text 	Writing: Personal Recount Day 1: Deconstruction: Verbs and Individual Construction Days 2 and 3: Individual Construction; Deconstruction and Revision: Orientation, Sequence of Events, Conclusion Day 4: Deconstruction and Revision: Phrases of Time Day 5: Peer-to-Peer Feedback		

At a Glance U1 W7

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

Maine Department of Education

Unit 1: Building Strong Communities

WEEK 7 Days 1 & 2

Vocabulary & Language

Weekly Words Routine

Weekly Question	How can we create positive change in our communities?				
Language Objective	I can talk with my classmates about words. (SL.1.1) I can connect words to my own real-life experiences. (L.5.1.c)				
Vocabulary	<table><tr><td>Day 1</td></tr><tr><td>donate: to give food, money, or time to help a person or group empathy: the feeling that you understand another person’s emotions recycle: to make something new from something that has been used before</td></tr><tr><td>Day 2</td></tr><tr><td>volunteer: someone who does something without being forced charities: organizations that help people who need food, money, or other resources organization: a group that is formed for a particular purpose</td></tr></table>	Day 1	donate: to give food, money, or time to help a person or group empathy: the feeling that you understand another person’s emotions recycle: to make something new from something that has been used before	Day 2	volunteer: someone who does something without being forced charities: organizations that help people who need food, money, or other resources organization: a group that is formed for a particular purpose
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Day 2					
volunteer: someone who does something without being forced charities: organizations that help people who need food, money, or other resources organization: a group that is formed for a particular purpose					
Materials and Preparation	● Week 7 Weekly Words cards ● chart paper 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 donate, empathy, and recycle.</i>				
Day 2	<i>Today we’ll continue learning our words for this week. Today’s words are volunteer, charities, and organization.</i>				

Vocabulary & Language U1 W7 D1 & D2

Discussion Day 1	Follow the steps of the Weekly Words routine. Refer to the chart and explain each step as needed. Hold up the appropriate word card as each word is taught. Donate Elaboration: <i>People donate when they see that others need help. A person might think, “I have a little more than I need” and give or donate some of their time, money, or other resources.</i> Think, Pair, Share prompt: <i>Do you have anything that you might donate to someone else?</i> Empathy Elaboration: <i>When we notice that someone has a problem, it’s good to have empathy—to feel concern for them. We might even imagine how we might feel if we had the same problem.</i> Think, Pair, Share prompt: <i>Think of a time when you felt empathy for someone else. What was happening in that situation?</i> Recycle Elaboration: <i>We use a lot of paper! Paper is made from trees. But there’s another way to make paper: we can put our used paper in special bins so it gets picked up and sent to companies that can use it to make new paper. That’s recycling: using something that has been used before. Lots of our Beautiful Stuff are materials that we are recycling to use in new ways.</i> Think, Pair, Share prompt: <i>Have you recycled by making something new from something old?</i>
Day 2	Volunteer Elaboration: <i>Sometimes people do things because they have to. Volunteering is special because people do things to help others because they want to, not because they have to.</i> Think, Pair, Share prompt: <i>Where is a place in your neighborhood that you could volunteer?</i> Charities Elaboration:

	<i>What if a group of people got together and collected a lot of shoes and then gave them to people who need them? That would be a shoe charity.</i> Think, Pair, Share prompt: <i>What would happen if there were no charities?</i> Organization Elaboration: <i>Speak for the Trees is an organization that works to plant trees—it's a group of people who work together to accomplish something special. When people make themselves into an organization, it shows that they are serious about the work they want to do.</i> Think, Pair, Share prompt: <i>If you could create an organization to help other kids, what kind of organization would you create?</i>
Closing	<i>This week's words help us to talk about the ways we can create positive change in our communities.</i>
Standards	SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. L.5.1.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).
Ongoing assessment	How do children interact with new and familiar words? How do children respond when they discover an error in their understanding or use of a word? How flexible are they when confronted with new definitions? How do children talk with peers about new words—do they use gestures, substitute familiar words, dig for descriptions, tell stories? Make notes about children's familiarity with various kinds of words and the connections they make to specific words. Use this information to plan for embedded opportunities for teaching and reinforcing words. Use of a strategy such as pulling equity (name) sticks supports the participation of all children. Even with this kind of strategy, some children will benefit from extra turns for verbal participation. Keeping a class vocabulary list will allow for keeping track of children's vocabulary growth over time.

Notes

Vocabulary & Language U1 W7 D1 & D2



donate

<https://www.tasteofhome.com/article/20-items-your-food-bank-needs-the-most/>



empathy

https://www.washingtonpost.com/news/parenting/wp/2016/08/01/10-ways-to-foster-kindness-and-empathy-in-kids/?utm_term=.da76e442db64

Weekly Words U1 W7

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volunteer

<https://www.jsonline.com/story/news/local/milwaukee/2017/07/28/sherman-park-rising-mural-brings-neighborhood-together/495290001/>



recycle

<https://www.naeyc.org/resources/pubs/tyc/apr2019/helping-child-learn-responsibility>

Weekly Words U1 W7

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charity

<https://mashable.com/2015/08/29/katrina-charities/>



SPEAK FOR THE TREES
Boston

organization

<https://www.sfttbos.org/>

Weekly Words U1 W7

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Unit 1: Building Strong Communities

WEEK 7 Day 3

Vocabulary & Language

Verb Tenses Introduction

Weekly Question	How can we create positive change in our communities?
Language Objectives	I can identify and use verbs in the past, present and future tense. (L.1.1.c) I can distinguish root words and their inflectional forms when talking about verbs in different tenses. (L.4.1.c)
Vocabulary	donate: to give food, money, or time to help a person or a group recycle: to make something new from something that has been used before verb: a word that expresses a physical action, mental action, or state of being tense: the form of a verb that specifies time past: what has already happened present: what is happening now future: what is yet to happen
Materials and Preparation	• Weekly Word cards: donate, recycle • <i>Maybe Something Beautiful</i>, F. Isabel Campoy and Theresa Howell, pages 21-22 flagged • whiteboard and marker
Opening	<i>In our Vocabulary and Language lessons, we have been learning about nouns and adjectives. In Writing, we have learned about verbs. Today we will identify and use verbs in the past, present, and future tenses.</i>
Discussion	<i>This week, we will read about two ways to make positive change in our communities. One way is to recycle things. Another way is to donate things.</i>

	When you donate, you give food, money, or time to help a person or a group. When you recycle, you make something new from something that has been used before. Turn to partner and share an experience you have with either donating or recycling. Donate and recycle are both verbs—words that express actions. If you donated or recycled before, you say “donated” or “recycled” instead of “donate” or “recycle” because you are describing something you already did. It is expressed in the past tense—the verb ending -d shows that the actions already happened. A verb’s tense is the form of the verb that specifies time. On the board, write: donate → donated; recycle → recycled.
Pages 21-22	Let’s look at Maybe Something Beautiful. Think, Pair, Share. What actions do you see happening? I noticed that when you described actions in Maybe Something Beautiful, you used verbs in the present tense, because those are verbs or actions we are noticing now. For example, you said, “The muralist is painting.” The -ing ending shows that the action is happening now, in the present. On the board, write: paint → painting. What are some other actions we can think of that could create positive change in our communities? Think about the kinds of actions we are reading about. The verbs we use to tell these actions will be in the future tense, because these are things we still might do! Elicit a few responses and record these on the board. Address misconceptions if children are choosing words that are not verbs or if children are using inappropriate tenses.
Closing	Today we introduced identifying and using verbs in the past, present and future tenses. We will return to this work later in the year.
Standard	L.1.1.d Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). L.4.1.c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
Ongoing assessment	During the discussion, note how children are grappling with verbs in the past, present, and future. Are they able to identify and use verbs in different tenses? Can they connect to unit texts and content?

Unit 1: Building Strong Communities

WEEK 7 Day 4

Vocabulary & Language

Verbs

Weekly Question	How can we create positive change in our communities?															
Language Objective	I can identify and use verbs in the present and past tense (L.1.1.d)															
Vocabulary	verb: a word that expresses a physical action, mental action, or state of being tense: the form of a verb that specifies time															
Materials and Preparation	whiteboard and marker On the whiteboard, make the following chart. <table><tr><th>present tense</th><th>past tense</th><th>sentences</th></tr><tr><td>play</td><td></td><td></td></tr><tr><td>walk</td><td></td><td></td></tr><tr><td>eat</td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>	present tense	past tense	sentences	play			walk			eat					
present tense	past tense	sentences														
play																
walk																
eat																
Opening	<i>Yesterday we learned about past tense verbs—actions that have already happened. Listen! I just used a verb in past tense: “learned!” Today, we will create sentences using verbs in the past tense. (Did you hear that? Now I used a verb in the future tense—“we will create”—it’s something we haven’t done yet, but we will!)</i>															
Discussion	<i>Let’s start with these verbs.</i> Refer to the chart.															

	<i>You like to play with each other at recess. How would you talk about doing this last year in kindergarten? You _____ games with your friends outside.</i> <i>What's the past tense of "play"?</i> Collect children's responses and write "played" in the second column of the chart. <i>Think, Pair, Share. Make up a sentence with the word "played" in it. Collect a few sentences, and write one or two short sentences on the chart. Underline the verb.</i> <i>Most days, I <u>walk</u> to school. Last Friday the weather was sunny and warm, so I _____ to school.</i> <i>What's the past tense of "walk"?</i> Collect children's responses and write "walked" in the second column of the chart. Again have children compose sentences, and write one or two short sentences on the chart. Underline the verb. <i>"Eat" is tricky because we don't just add -d or -ed to put it into past tense; we don't say, "I eated." How do I talk about yesterday's lunch? I _____ lunch with my friend yesterday. What's that missing word?</i> Collect children's responses and write "ate" in the second column of the chart. Again have children compose sentences, and write one or two short sentences on the chart. Underline the verb. If time permits: <i>Think, Pair, Share one more time. Think of a verb—any action that is familiar to you. When you have that verb in your mind, turn to your partner, put the verb in past tense, and make a sentence! After you hear your partner's sentence, you might answer with a new sentence using the same verb. For example, I can use the verb <u>vote</u> and say, "I <u>voted</u> on my way to school this morning." And my partner might answer, "I did, too! I <u>voted</u> with my grandmother."</i>
Closing	<i>We've been using past tense verbs in our personal recounts. Today we practiced creating sentences about things that have happened in the past, thinking about verbs. Using the right verb tense helps my readers and listeners know more about my story.</i>
Standards	L.1.1.d Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).
Ongoing assessment	During the discussion, note the number of students who correctly identified the sentence starters that required past tense verbs, and the number of students who raised their hands to offer self-created sentences using past tense verbs.

Unit 1: Building Strong Communities

WEEK 7 Day 5

Vocabulary & Language

Carousel Brainstorm

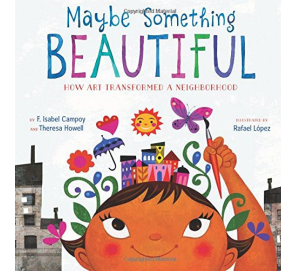
Weekly Question	How can we create positive change in our communities?
Language Objective	I can talk with my classmates about important vocabulary from our unit texts and big ideas. (SL.1.1)
Vocabulary	donate: to give food, money, or time to help a person or group empathy: the feeling that you understand and share another person's emotions recycle: to make something new from something that has been used before volunteer: someone who does something without being forced charities: organizations that help people who need food, money, etc. organization: a group that is formed for a particular purpose
Materials and Preparation	● Carousel Brainstorm anchor chart ● chart paper, 4 pieces Choose four of the Weekly Words to work with, and write one in the center of each piece of paper. Post the papers in different areas of the classroom at a height that children can write on them. ● markers, one for each child ● timer or stopwatch
Opening	<i>This week, we'll think about our weekly vocabulary words, and how we can create positive change as we move through our Carousel Brainstorm.</i>
Key Activity	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 “volunteer?”</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.
Closing	Bring the whole group back together with the papers. Share the work from the papers, highlighting the different ways children have shown their understanding of the words.
Standards	SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.
Ongoing assessment	Listen to children’s conversations as they circulate. How do children participate? Review each sheet of chart paper. Do children’s drawings and writing reflect an understanding of the vocabulary words?

Notes

Unit 1: Building Strong Communities

WEEK 7 Day 1



Text Talk *Maybe Something Beautiful* Read 1 of 2

Big Ideas	People benefit from being part of a community. Caring for each other builds community. When people in communities talk, work, play, and learn together, they can create positive change.
Weekly Question	How can we create positive change in our communities?
Content Objectives	By determining the meanings of specific words and phrases, I can identify the author's message. (R.5.1.a, R.7.1.a) I can explain how taking part in painting a mural can build community. (Civics and Government 2)
Language Objective	I can discuss the story with my classmates in a group and using Think, Pair, Share. (SL.1.1.a)
Vocabulary	doodle: make quick sketches scurry: move along quickly gloom: darkness and sadness muralist: an artist who paints large pictures on walls loudest: brightest, in reference to color
Materials and Preparation	• <i>Maybe Something Beautiful</i>, F. Isabel Campoy and Theresa Howell Pre-mark page numbers in the book to correspond with the lesson. Page 1 begins with the illustration that precedes the page, "In the heart of the city..." • Weekly Question Chart from Week 6

	On the whiteboard, write: What do you think the authors want us to know about people painting in the streets together? What specific words and phrases did they choose to show their message?
Opening 1 minute	<i>Today, the book we are reading is Maybe Something Beautiful, by F. Isabel Campoy and Theresa Howell. This is a story based on something that really happened. The book tells about a real muralist, a kind of painter, who used art to change the neighborhood community in a positive way. That very same muralist is the illustrator of this book!</i> <i>We already know a little bit about muralists from Quinito's Neighborhood. The muralist written about in this book is named Rafael López, and we'll talk about him more tomorrow.</i> Set a purpose for reading. <i>As we read today, let's examine the way the authors choose words and phrases that convey a message about painting murals together in a community.</i>
Text and Discussion 15 minutes page 2	<i>To doodle is to make small quick sketches.</i> <i>Right away we hear that Mira lives in a gray city. But her room was filled with color and her heart was filled with joy! Turn to a partner. What might her room be like? What does this tell us about how visual art can impact a place?</i>
page 5	<i>Mira "taped a glowing sun onto the wall hiding in the shadows." What does this mean? What is happening?</i> Elicit a few responses. <i>The author's word choice helps us imagine the change that art can make on the wall!</i>
page 7	<i>Make your fingers a square you can peer through.</i>
page 10	<i>Do the shadows really scurry away? What are the authors describing?</i>
page 13	<i>The loudest color is the brightest color.</i>
page 22	<i>"Color spread through the streets." Can you imagine it? Close your eyes. What do you see?</i>

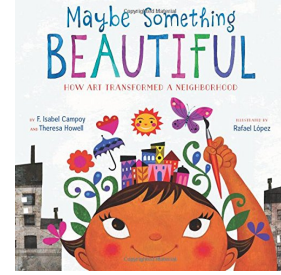
	<i>How is art changing the city and the people?</i>
Key Discussion 7 minutes	<i>I notice that more and more people start painting as the book goes on. Even the policeman wants to paint!</i> Think, Pair, Share. Prompt 1: <i>What do you think the authors want us to know about people painting in the streets together?</i> Prompt 2: <i>What specific words and phrases did they choose to show their message?</i>
Closing 1 minute	<i>Today when we read Maybe Something Beautiful, we thought about the way the words really made the story come alive, showing us how murals can change a community. Tomorrow, we will consider even more the way murals, and art, can build community.</i>
Weekly Question Chart 1 minute	Refer to the Weekly Question Chart. <i>This week we will continue answering the question: How can we create positive change in our communities?</i> <i>In Maybe Something Beautiful, we saw how art can create positive change in the community by bringing people together and bringing color to the area.</i> <i>Let's record this idea on our chart: Art can create positive change in the community by bringing people together and bringing color to the area.</i> <i>We can add more to our chart during the week.</i>
Standards	R.5.1.a Retell texts, including details about who, what, when, where, and how; demonstrate an understanding of the theme. R.7.1.a Identify words and phrases in a text that suggest feelings or appeal to the senses. SL.1.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). Civics & Government 2: Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and state laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.
Ongoing assessment	Listen to children's responses during whole group time and Think, Pair, Share.

	How do children explain meanings of key words and phrases? Do the children successfully unpack the meanings of key words and phrases in order to illuminate the central message? How do children connect to important unit understandings, like building community?
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Notes

Unit 1: Building Strong Communities

WEEK 7 Day 2



Text Talk *Maybe Something Beautiful* Read 2 of 2

Big Ideas	People benefit from being part of a community. Caring for each other builds community. When people in communities talk, work, play, and learn together, they can create positive change.
Weekly Question	How can we create positive change in our communities?
Content Objectives	I can use the illustrations and words to describe the events of the story. (R.6.1.a, R.11.1.a, R.11.1.b) I can explain how taking part in painting a mural can build community. (R.6.1.a, R.11.1.a, R.11.1.b, Civics & Government 2)
Language Objective	I can describe events using relevant details and vocabulary. (SL.3.1.a)
Vocabulary	doodle: make quick sketches scurry: move along quickly gloom: darkness and sadness muralist: an artist who paints large pictures on walls loudest: brightest, in reference to color
Materials and Preparation	• <i>Maybe Something Beautiful</i>, F. Isabel Campoy and Theresa Howell • United States map • Rafael López Studio: Coastera Mural (1:56) (https://www.youtube.com/watch?v=Uu1JRdVD1UM)

Text Talk U1 W7 D2

	projector and screen On the whiteboard, write: Over the course of the book, how does the community change because of the muralist and Mira?
Opening 5 minutes	<i>Today we will read Maybe Something Beautiful again. First, let's talk about what we know about the illustrator.</i> Build background. <i>Rafael López and his wife Candice designed a mural project in San Diego [point to the map] so that their neighborhood would be a beautiful place to live. They invited everyone to participate—police officers, teachers, children and homeless people—in painting the walls of their neighborhood. With all of this help, they changed their neighborhood in San Diego to have brightness and color and joy.</i> <i>Now we will watch a short video of Rafael López and his team painting a big mural on a wall. This video has the action very sped up. Making a mural this large takes a lot of time and a lot of people. Look at all of the effort that goes into making a big mural!</i> Show the short video. <i>What did you notice? What questions do you have?</i> Set a purpose for reading. <i>Watching that video and learning about how Rafael López actually changed a community is so inspiring. Let's talk more about the illustrations in Maybe Something Beautiful. We'll use key illustrations and words to describe the important events that led to change in the community.</i>
Text and Discussion 13 minutes pages 9-10	<i>What do you notice? How does the illustrator show us that the muralist is special?</i> <i>What words look different on the page? Why do you think the illustrator and authors did that?</i>
pages 13-14	<i>What changes do you notice in this picture?</i>
pages 17-18	<i>How do the illustrations show the dancing and music in the neighborhood?</i>
pages 25-26	<i>What do you notice on these pages? How is the muralist's paintbrush like a magic wand?</i>

Key Discussion 6 minutes	Think, Pair, Share. <i>Over the course of the book, how does the community change because of the muralist and Mira?</i>
Closing 1 minute	<i>Today when we read Maybe Something Beautiful, we considered how powerful murals can be to change a community, both by bringing people together and because of the size and impact of the art itself.</i>
Standards	R.6.1.a Describe characters, settings, and major events in a story, including details about who, what, when, where, and how. R.11.1.a Use illustrations and words in a text to describe its characters, setting, or events. R.11.1.b Compare and contrast the experiences of characters in various texts. SL.3.1.a Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. Civics & Government 2 Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and state laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.
Ongoing assessment	Listen to children's responses during whole group time and Think, Pair, Share. Are children making connections between real mural making and the events of the book? How do children describe the change in the community that the murals make?

Notes



Text Talk U1 W7 D2



WEEK 7 Day 3

Text Talk

Interview with Leader Activist: David Meshoulam (slides and video)

Note to teachers: this lesson features a local organization in Boston. If there is another local organization that would serve a similar purpose, please replace the contents of this lesson (including the slides). If not, it is fine to use this lesson.

Big Ideas	Leaders help guide and support their communities. Caring for each other builds community. When people in communities talk, work, play, and learn together, they can create positive change.
Weekly Question	How can we create positive change in our communities?
Content Objectives	From reading an interview, I can answer questions about David Meshoulam, a local activist leader. (RI.1.1) I can explain how members of a group reach a common goal. (Civics 2) I can explain how a leader has responsibility for inspiring a group and making decisions. (Civics 3)
Language Objective	I can build on the comments of others. (SL.1.1b)
Vocabulary	organization: a group of people that work together interview: a conversation where one person asks questions and the other person answers inventory: to list everything you have identify: find and name

	environment: the nature that surrounds us forest: a big place with lots of trees impact: to have a strong effect on decisions: choices vision: idea			
Materials and Preparation	● David Meshoulam: Speak for the Trees slides ● projector and screen ● video: Geneva Ave Tree Planting and Community Garden, October 2018 (https://www.youtube.com/watch?v=L7DEINQhdOk) ● chart paper On the chart paper, write these sentence frames to use for discussion: <table border="1"><tr><td>Sentence Frames for Discussion Part 2</td></tr><tr><td>_____. I know this because (in the book) _____.</td></tr><tr><td>I heard you say _____, and I want to add _____.</td></tr></table> Save this chart for future discussions. On the whiteboard, write: What are the ways that Speak for the Trees Boston makes positive change in that community? What can we learn? Why is taking care of the environment important for building strong communities?	Sentence Frames for Discussion Part 2	_____. I know this because (in the book) _____.	I heard you say _____, and I want to add _____.
Sentence Frames for Discussion Part 2				
_____. I know this because (in the book) _____.				
I heard you say _____, and I want to add _____.				
Opening 1 minute	<i>People create change in their communities in lots of different ways. David (Dah-veed) Meshoulam is the founder of an organization in the city of Boston. The organization, a group of people that work together, is called Speak for the Trees Boston. It started with an idea that trees are important, especially in an urban place like Boston. David was hoping to increase the number of trees and the care for trees in Boston.</i> Set a purpose for the lesson. <i>Today we'll read an interview with David and answer some key questions about it. We want to find out the ways that he and his organization create positive change in the Boston community.</i> <i>Then we'll watch a video of a project that Speak for Trees did in Dorchester and see what else we can find out.</i>			

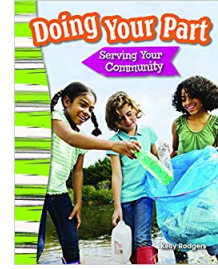
Text and Discussion 9 minutes slide 1	<i>What does David and Speak for the Trees Boston want for the Boston community?</i> <i>Caring for trees is part of caring for the environment. What are some ways people care for the environment?</i>
slide 3	<i>What does Speak for the Trees Boston do?</i>
slide 4	<i>Why is this work important?</i> <i>What are some connections you are having to Mama Miti?</i>
slide 7	<i>What does David think about being a leader?</i>
slide 9	<i>What else do we learn about David and Speak for the Trees Boston?</i>
Video 4 minutes	<i>Let's watch a video that shows one Speak for the Trees Boston project. This project took place in a neighborhood in Boston known as Dorchester.</i> Play the video. <i>What do you notice in the video?</i> <i>What more did you find out about Speak for the Trees Boston?</i>
Key Discussion 10 minutes	Think, Pair, Share. <i>What are the ways that Speak for the Trees Boston makes positive change in Boston communities? What can we learn?</i> Elicit a few responses. Next, arrange the class in such a way that they can have a group discussion, directing their comments to their classmates. A circle on the rug works well. The class will discuss a key question as a whole group, using the prepared sentence frames for discussion. <i>Now we are going to have a group discussion about an important question. We can use the new sentence frames posted here. First we will practice using the sentence frames with a sample question.</i> Read the frames aloud. Model using the sentence frames with this sample question. What do the people at Speak for the Trees do? <i>The people at Speak for the Trees Boston make sure that trees around the city are healthy and taken care of. I know this because in the interview with David Meshoulam he talks about wanting to know how healthy the trees are by doing an inventory. Who can rephrase what I said and add on?</i>

	Choose 1-2 children to model responding using the discussion prompts. <i>Our question for this discussion is: From previous readings and what we have talked about today, why is taking care of the environment important for building strong communities?</i> Engage the class in a group discussion. Take notes of how children are responding using the sentence frames.
Closing 1 minute	<i>Today we learned about David Meshoulam and his organization, Speak for the Trees Boston. We learned how one organization can make change for people and for the environment. This work is very inspiring!</i>
Standards	RI.1.1. Ask and answer questions about key details in a text. SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. Civics 2. Investigate the various roles that members of a group play and explain how those roles contribute to achieving a common goal. Civics 3. Demonstrate understanding that a leader is also a member of a group, but takes on a different role with more responsibility for inspiring others, organizing and delegating activities, and helping the group make decisions.
Ongoing assessment	Notice how children are responding in discussions. Can children explain what Speak for the Trees Boston does? What connections are children making between taking care of the environment and building community? How are children building upon others' talk?

Notes

Unit 1: Building Strong Communities

WEEK 7 Day 4



Text Talk *Doing Your Part* pages 10-11, 18-20

Big Ideas	People in communities have responsibilities, and carrying out these responsibilities contributes to the good of the community. Caring for each other builds community. When people in communities talk, work, play, and learn together, they can create positive change.
Weekly Question	How can we create positive change in our communities?
Content Objectives	By using words, images, and informational text features, I can describe how volunteering and recycling create positive change in the community. (R.4.1.a, R.8.1 b) I can describe a way that I can be a good citizen or member of my community. (Civics & Government 1)
Language Objective	I can use the text to help me determine the meanings of words like recycle and reuse. (L.4.1.a)
Vocabulary	volunteer: to offer a service for free soup kitchen: place where meals are given to people in need food bank: place where someone in need can get groceries recycle: take something no longer used and turn it into something new reusable: can be used again, maybe in a different way
Materials and Preparation	• <i>Doing Your Part: Serving Your Community</i>, Kelly Rodgers • <i>Doing Your Part</i> reading response sheet, one copy for each child

Text Talk U1 W7 D4

	drawing and writing tools On the whiteboard, write: How does recycling or volunteering create positive change in the community?
Opening 1 minute	<i>Today we will read two sections of Doing Your Part by Kelly Rodgers. We will read the section called Volunteer and the section called Recycling.</i> Set a purpose for reading. <i>As we read today, we will describe how volunteering and recycling can create positive change in communities and beyond. At the end of our reading, we will discuss how each of us can contribute to our communities!</i>
Text and Discussion 10 minutes page 10, paragraphs only	<i>What does it mean to volunteer?</i> <i>Let's list the reasons people volunteer.</i>
pages 10-11 images, captions, and text boxes	Check for understanding of key vocabulary. <i>Based on the text, what is a soup kitchen? What's a connection with another text we have read that talks about soup kitchens?</i> <i>What is a food bank? What's a connection with another text we have read that mentions food banks?</i>
page 13, paragraph 2	<i>Think, Pair, Share. What are some positive outcomes of volunteering?</i>
page 18	<i>What is recycling? What are some things that can be recycled?</i> <i>What are ways to create less trash? What does reusable mean?</i>
page 19	<i>Let's continue to look carefully at page 19. Sometimes it is difficult to tell what information certain text features are giving. Let's read the pie chart, as well as the captions and text boxes.</i> <i>What is the pie chart showing us? Why is this important?</i> <i>What's something we could do to change the amount of trash that is produced in our country?</i>

Key Discussion and Reading Response 10 minutes	Think, Pair, Share. <i>Choose either recycling or volunteering. How does recycling or volunteering create positive change in the community?</i> <i>Now, you are going to write about your choice. How does recycling (or volunteering) create positive change in the community? Draw, label, and write.</i>
Closing 4 minutes	Bring the whole group back together. <i>Let's think about many of the selections we have read in Doing Your Part. Thinking about what we have learned throughout the book, what is one thing you can do to create positive change in your community? How would you go about doing this?</i> <i>Today we thought about different ways people can make change for the better in their communities. It is exciting to think about the kinds of things we can really do!</i>
Standards	R.4.1.a Ask and answer questions about who, what, when, where, and how. R.8.1 b Determine and use text features (e.g., headings, bold print, indexes, graphics, tables of contents, glossaries, links, icons) that help locate key facts or information in a text. L.4.1.a Use sentence-level context as a clue to the meaning of a word or phrase. Civics & Government 1 Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of State government.
Ongoing assessment	Listen in to children's conversations about recycling and volunteering. Are they understanding the concepts? How do they connecting recycling and volunteering to creating positive change in the community? Examine children's written responses. Are they able to articulate their thinking in pictures and words? What do children understand about the content presented in the text?

Notes

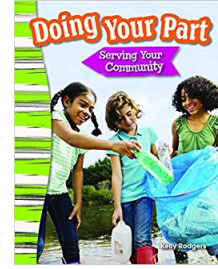


Name: _____ Date: _____

How does recycling or volunteering create positive change in the community? Choose one to draw and write about.

Unit 1: Building Strong Communities

WEEK 7 Day 5



Text Talk *Doing Your Part* pages 12-15

Big Ideas	People in communities have responsibilities, and carrying out these responsibilities contributes to the good of the community. Caring for each other builds community.
Weekly Question	How can we create positive change in our communities?
Content Objectives	By using words, images, and informational text features, I can identify the main topic and key details in a text about helping in the community. (R.5.1.b, R.8.1 b) I can describe a way that I can be a good citizen or member of my community. (Civics & Government 1)
Language Objective	I can ask questions I am having about donating and how it helps communities. (SL.1.1.c)
Vocabulary	charity: giving something to someone who needs it donate: to give something natural disaster: hurricane, storm, tornado, flood, etc. relief: help given to those in need
Materials and Preparation	• <i>Doing Your Part: Serving Your Community</i>, Kelly Rodgers On the whiteboard, write: How does donating create positive change in the community? Set aside five minutes at the end of the lesson to synthesize learning on the Weekly Question Chart.

Text Talk U1 W7 D5

Opening 1 minute	<i>Today we will read another section of Doing Your Part by Kelly Rodgers. We will read the section called Donate.</i> Set a purpose for reading. <i>As we read today, we will try to determine what this section is about and how donating might create positive change in communities.</i>
Text and Discussion 12 minutes page 12, paragraph only	<i>When might people need help?</i>
page 13, paragraphs 1 and 2	Check for understanding of key vocabulary. <i>Based on the text, what are charities?</i> <i>What kinds of things can people donate, or give, to charities?</i>
page 13, paragraph 2	<i>Think, Pair, Share. What are some positive outcomes of donating?</i>
pages 12-13	<i>Let's look closely at the photographs, captions, and text boxes. What additional information do we learn about donating and charities?</i> <i>So far, what is this section mostly about?</i>
page 14	<i>Let's continue reading to think about other ways to donate.</i> Check for understanding of key vocabulary. <i>What is an example of a natural disaster? What is a relief group?</i> Analyze the text. <i>Why is it difficult to help when a natural disaster occurs?</i> <i>What can you do? How is this kind of donating different than donating cans for a food drive, for example?</i>
page 15	<i>Let's look at the text boxes here. What was Hurricane Sandy?</i> <i>What is the Red Cross?</i> <i>Think, Pair, Share. What are ways you can donate or volunteer when a natural disaster occurs?</i>
Key Discussion 6 minutes	<i>What was this section called Donate mostly about? Let's address any questions you are still having about donating.</i>

Text Talk U1 W7 D5



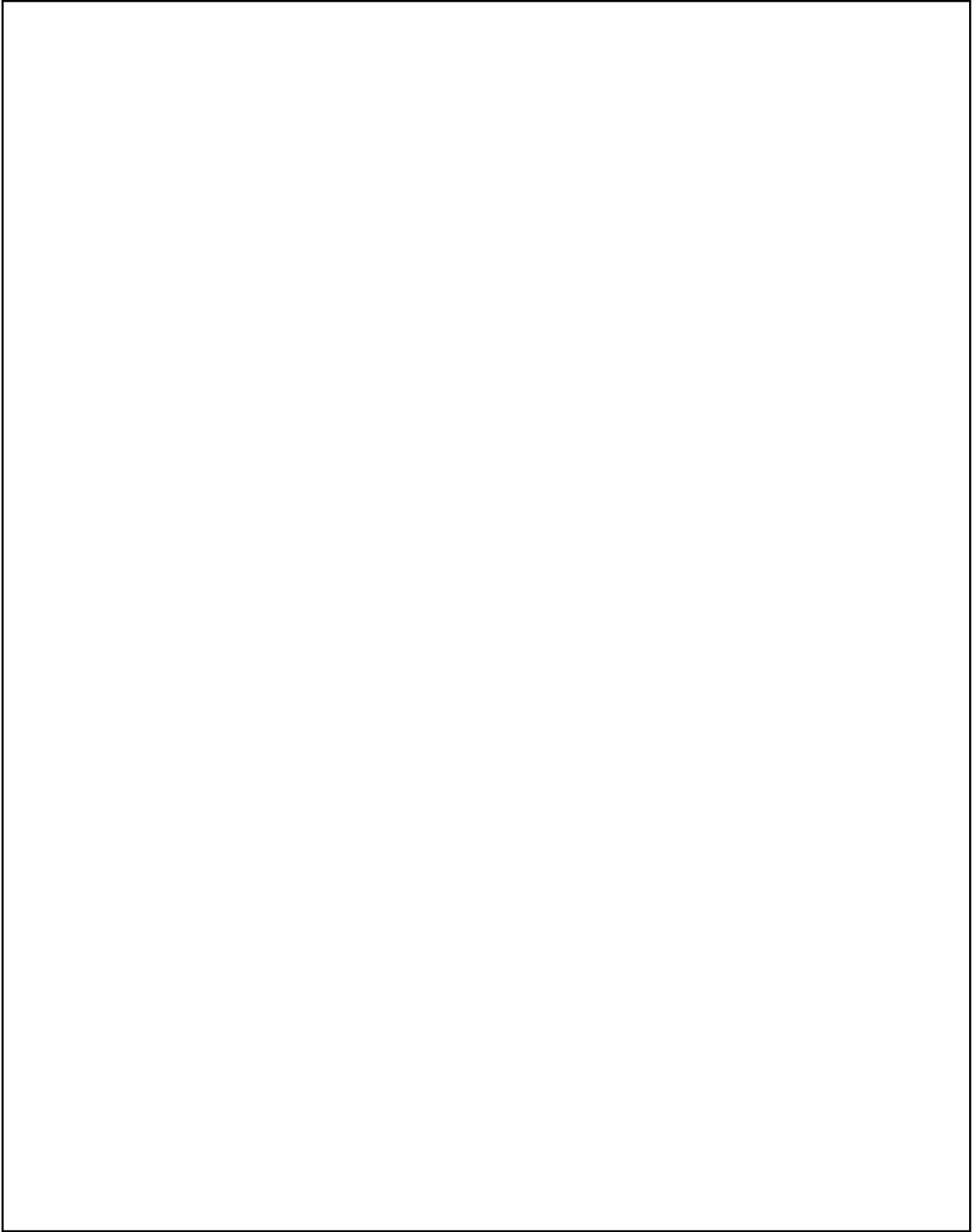
Unit 1: Building Strong Communities

WEEK 7

Shared Reading “This Little Light of Mine”

Weekly Question	How can we create positive change in our communities?
Materials and Preparation	• chart paper and markers Write out the song for whole group reading. • “This Little Light of Mine” slides • pointer • highlighter tape (optional)
Opening 1 min	<i>Our shared reading text this week is a version of a song some of you might know, called “This Little Light of Mine.” Thumbs up if you’ve heard or sung this song.</i> <i>Before we read and sing it, we’ll practice identifying, blending, and segmenting sounds.</i>
Phonological Awareness 6 min	Isolate and identify sounds. (Do not show the text.) <i>What beginning sound do you hear in “shine?”</i> <i>The /sh/ sound is not made with one letter. How is it made?</i> Blend sounds to make words. <i>We are going to blend sounds together to make words that we’ll see in our text.</i> <i>Listen to these sounds: /l/... /e/... /t/. Now say and tap the sounds, then blend them.</i> <i>How many sounds are there? Show me on your fingers. Let’s tap and blend together. What’s the word?</i> <i>What vowel sound do you hear?</i>

	Segment sounds. <i>Now we're going to segment the sounds in a word. Say "run" after me, then tap the sounds you hear.</i> <i>How many sounds do you hear? Show the number on your fingers. Now let's say each sound slowly while we all tap the sounds. /r/.../ʌ/.../n/</i> <i>What vowel sound do you hear?</i> Determine syllables. <i>How many syllables do you hear in the word "little?" Let's say it and feel the chin drops. Now say and clap the word. Show me on your fingers the number of syllables.</i> <i>What about "everywhere?"</i>
Shared Reading 12 min	Model singing the first two stanzas while scooping phrases with a pointer so that children pick up the tune. Point out the informal spelling of "gonna" and explain that it represents the way we talk instead of "going to," as it would be written. Invite children to echo sing the remainder of the song, four lines at a time. Connect the song to unit content. <i>The words say "this little light of mine." Is the song about an actual light? What do you think this song is about? What makes you think that?</i> Identify target spelling patterns. <i>What words do you see spelled with digraphs? Mark the words with digraphs with a yellow marker or highlighter tape.</i> <i>What high frequency words that you know do you see in this song?</i> Invite one child to stand and point as the class chorally sings.
Closing 1 min	<i>You will continue to practice reading and singing this song at the Reading Station.</i>
Standards	R.1.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). R.2.1.a Distinguish long from short vowel sounds in spoken single-syllable



Name _____

This Little Light of Mine

This little light of mine, I'm gonna let it shine.
This little light of mine, I'm gonna let it shine.
This little light of mine, I'm gonna let it shine,
Let it shine, let it shine, let it shine.

All around my school, I'm gonna let it shine.
All around my school, I'm gonna let it shine.
All around my school, I'm gonna let it shine,
Let it shine, let it shine, let it shine.

Everywhere I run, I'm gonna let it shine.
Everywhere I run, I'm gonna let it shine.
Everywhere I run, I'm gonna let it shine,
Let it shine, let it shine, let it shine.

Back home with my family, I'm gonna let it shine.
Back home with my family, I'm gonna let it shine.
Back home with my family, I'm gonna let it shine,
Let it shine, let it shine, let it shine.

This little light of mine, I'm gonna let it shine.
This little light of mine, I'm gonna let it shine.
This little light of mine, I'm gonna let it shine,
Let it shine, let it shine, let it shine.

Unit 1: Building Strong Communities

WEEK 7

Stations

Station	Activities	Materials Writing tools at each station
Shared Reading	"This Little Light of Mine"	- Shared Reading text on chart and/or slides - pointer
Teacher Groups	Strategic small group instruction	as needed
Reading	Independent and Partner Reading	"This Little Light of Mine" - individual book bags
Listening & Speaking	Talk, Draw, Talk	- Week 7 image (painting a mural) - Week 7 prompt - sand timers and drawing tools
	Listen and Respond: <i>Maybe Something Beautiful</i>	- audio recording and technology <i>Maybe Something Beautiful</i> book <i>Maybe Something Beautiful</i> prompts
Vocabulary	Draw for Meaning <i>resource, budge, improve, access, impact, librarian</i>	Week 6 Vocabulary Cards - Draw for Meaning sheets
Science Literacy	How do the seasons change over the year?	- Week 7 prompt, printed as stickers or copied and cut apart, with glue sticks - science journals - colored pencils and pencils
Word Work	Fluent Reader's Challenge	- Week 7 Fluent Reader's Challenge sheets - sand timers - Fluent Reader's Challenge directions card
	Digraph BINGO	- BINGO word bank - BINGO Caller Card, in a sheet protector - dry erase marker - BINGO cards, copied onto stiff paper or in sheet protectors - BINGO directions
	Trick Word Memory	- Week 7 Trick Word Memory cards - scissors - Memory directions card

Stations U1 W7

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Maine Department of Education

Maybe.. Something Beautiful Conversation Prompts: Cut apart and provide with text and audio recording.

Question 1

What happened in the story after Mira met the artist?

Maybe Something Beautiful

Question 2

How did people in the community feel when they began to paint?

Maybe Something Beautiful

Name: _____

Talk Draw Talk

Look carefully at the image. The children are drawing on a wall to make it more beautiful.
Draw a picture of something you would like to see or paint on a wall in your community.
Talk with your partner about your drawing.

A large, empty rectangular box with a thin black border, intended for a student to draw a picture of something they would like to see or paint on a wall in their community.

Listening & Speaking W7



https://ifamericaknew.org/cur_sit/masha-mural.html



https://ifamericaknew.org/cur_sit/masha-mural.html

How do the seasons change over the year?	Date _____ Weather _____ Temperature _____
How do the seasons change over the year?	Date _____ Weather _____ Temperature _____
How do the seasons change over the year?	Date _____ Weather _____ Temperature _____
How do the seasons change over the year?	Date _____ Weather _____ Temperature _____
How do the seasons change over the year?	Date _____ Weather _____ Temperature _____
How do the seasons change over the year?	Date _____ Weather _____ Temperature _____
How do the seasons change over the year?	Date _____ Weather _____ Temperature _____

Name: _____

Fluent Reader's Challenge

Dick **is** not back yet.
Tim sat on that big rock.
Bob **has a** cut on **his** neck.
Did Rick hop **into** that bus?
He had **a** nap on **the** deck.
Did **the** dog lick him?
He had a dot on **his** neck.
She sat on **the** deck.



Minutes:

Skills:

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

Word Work Station U1 W7

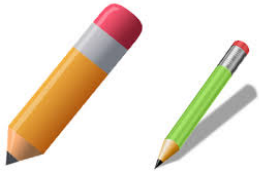
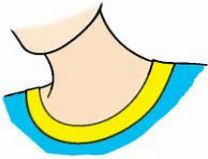
BINGO Caller Card

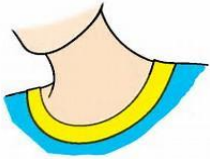
Put an **X** in the box each time you call a word.

duck	lick	sick	thin
peck	kick	shop	pack
neck	sock	mesh	chick
chat	cash	fish	wish
whip	bath	check	path

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

BINGO Cards

			
		 Free	
			

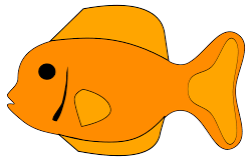
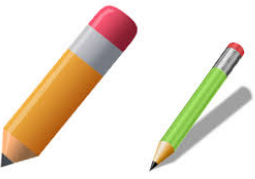
			
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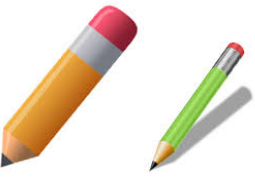
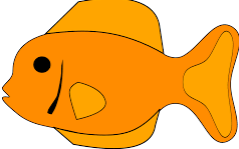
Word Work Station U1 W7

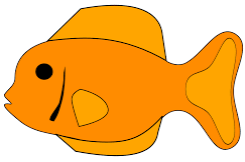
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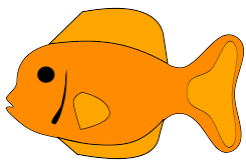


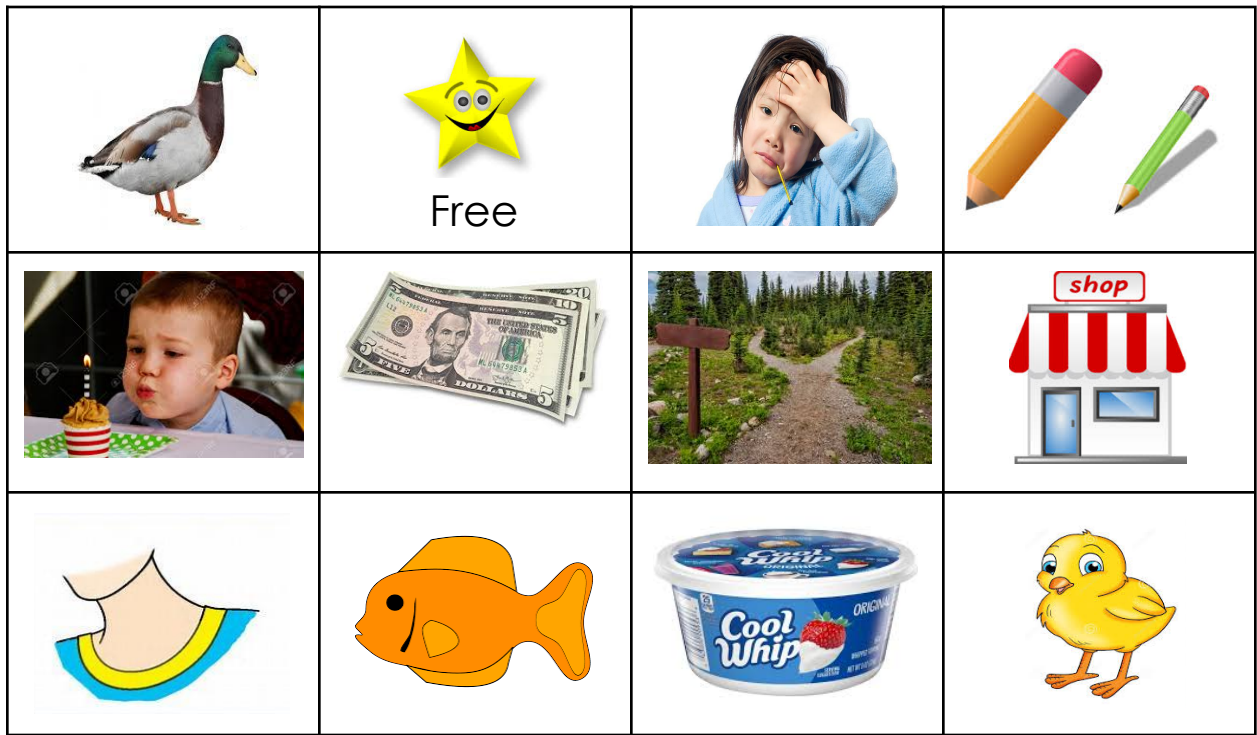


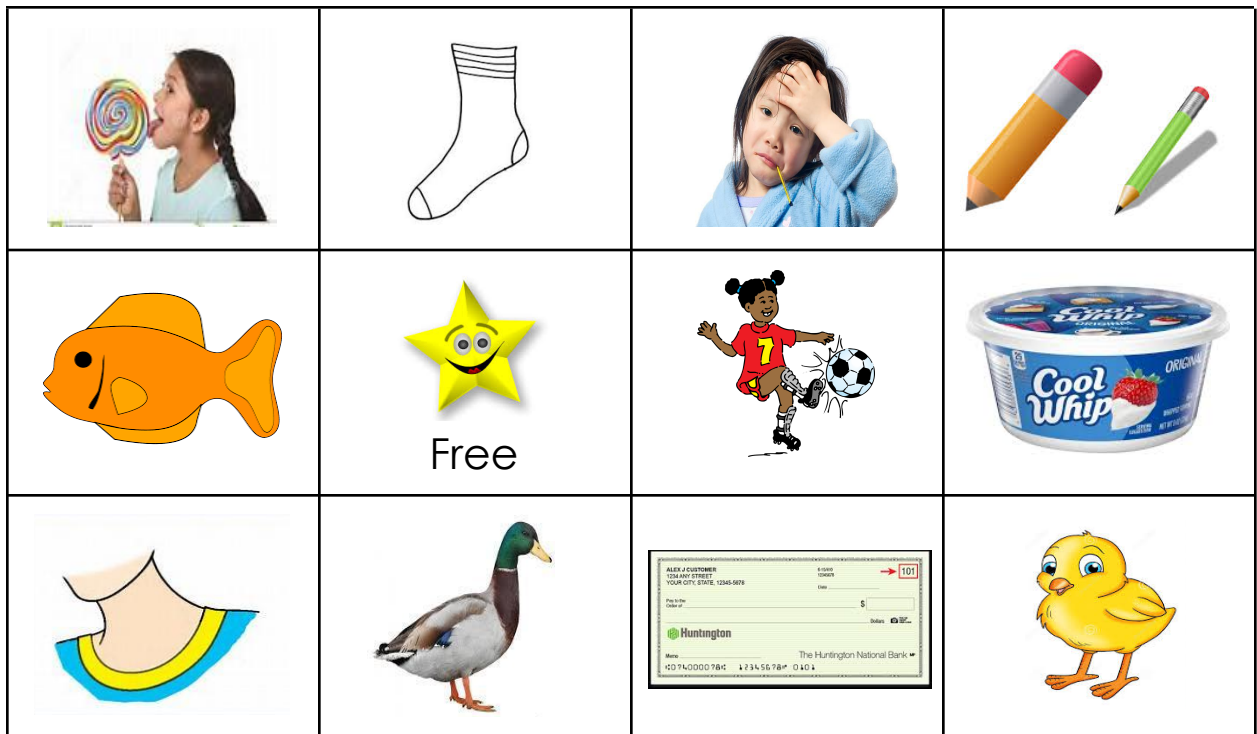
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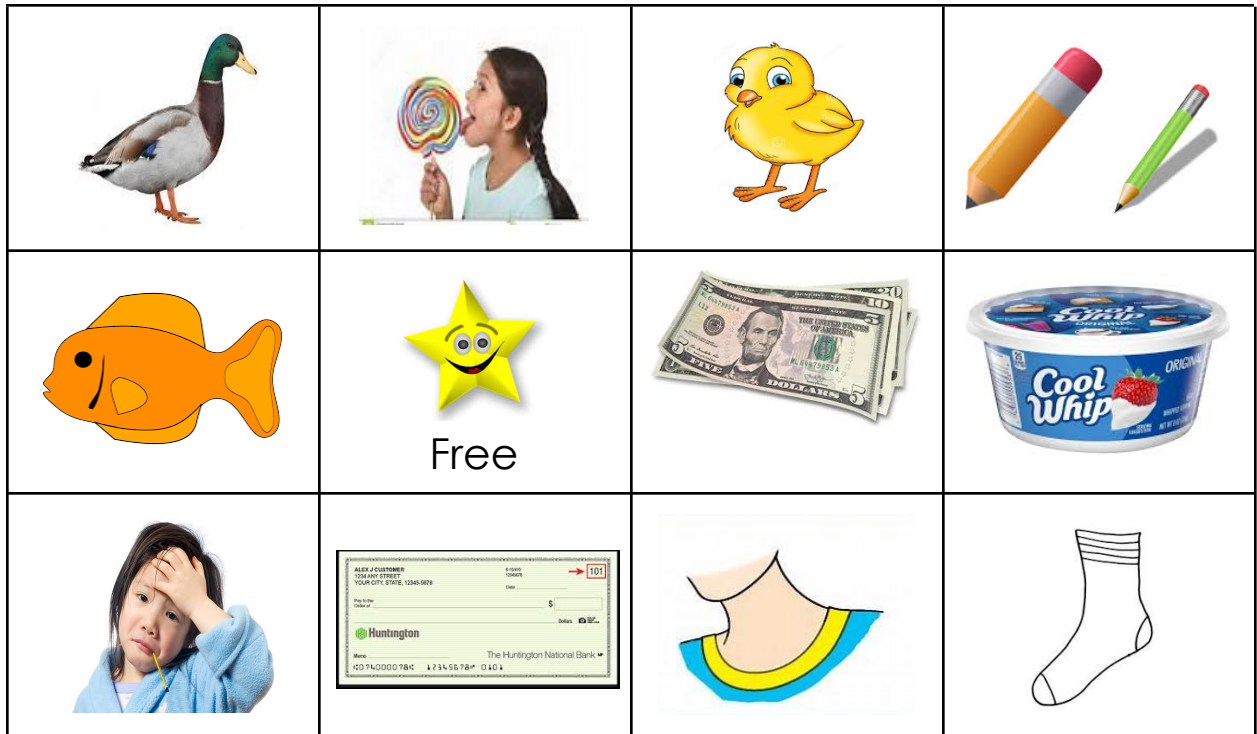
			
			
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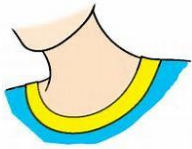
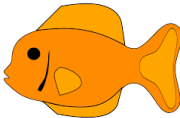






Word Work Station U1 W7

BINGO Word Bank

 duck	 lick	 sick	 thin
 peck	 kick	 shop	 pack
 neck	 sock	 mesh	 chick
 chat	 cash	 fish	 wish
 whip	 bath	 check	 path

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

Trick Word Memory

he

into

has

she

with

she

that

into

for

he

me

for

me

that

has

with

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

Word Work Station U1 W7

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WEEK 7 Lesson 1

Science and Engineering Changes in Seasons

S & E Big Idea	Each season has a typical weather pattern that can be observed, compared, and predicted.
S & E Guiding Question	How do the seasons change throughout the year?
Content Objective	I can describe how seasons are different. (1-ESS1-2)
Language Objective	I can share ideas with my partner about how the seasons are different. (SL.1.1) I can record observations about how the seasons are different, using science words from conversations and the text we read. (L.6.1)
Vocabulary	season: one of four parts of the year, marked by changes in weather patterns and daylight hours
Materials and Preparation	• <i>Full STEAM Ahead!: The Four Seasons</i>, by Crystal Sikkens (can be found on epic!, or https://www.getepic.com/book/80308637/full-steam-ahead-the-four-seasons) • poster paper, one for each partnership Divide each paper into four equal sections, with sections labeled Summer, Fall, Winter, Spring • crayons and colored pencils Identify partnerships for children to create their posters.
Opening 1 minutes	<i>In today's Science and Engineering lesson, we will explore how the seasons change over the course of the year. First, we will read a book that describes how and why the seasons change, and then you'll work with a partner to create a poster to share your learning. We will focus on answering the question, how do the seasons change throughout the year?</i>

Text 10 minutes	<i>We will read the book, Full STEAM Ahead!: The Four Seasons by Crystal Sikkens. As we read, we will learn about how the seasons change over the course of the year. When we are finished reading, you will work with a partner to create posters to share what you’ve learned about the differences between the seasons.</i> Read the book. On the first page, pause to link the word ‘cycles’ to the word, ‘patterns’. <i>The author uses the word cycles, but we have been talking about the same thing, patterns. Remember, a pattern is something that repeats itself.</i> After finishing page 8, pause to say: <i>Remember from our lessons a while ago that the Earth moves on a path around the Sun. That’s part of the reason for seasons. In our next lesson, we will be exploring how the amount of sunlight changes during the seasons. Today, we’ll just be thinking about other ways the seasons are different from one another.</i> Pause minimally throughout the rest of the text to define vocabulary as necessary.
Practice 15 minutes	<i>Now it’s your turn to record what you know about the seasons. It can be information you learned from the text we read, or from your own observations and experiences.</i> <i>I’m going to break you into partners and provide you with a poster paper that has four sections, one for each season. Your job is to work together to write and draw to show what you know about each season. You could include things like:</i> ● <i>How the weather changes</i> ● <i>What activities you do and what you wear</i> ● <i>How plants and animals are different</i> ● <i>What you know about daylight in each season</i>
Closing 3 minutes	Invite children back to the meeting area to sit in a circle with their posters. <i>Now that you’ve had a chance to record some of your learning about seasons, let’s share a few of our ideas. As others are sharing, remember that scientists learn from one another! We will have a bit of time in our next lesson to add more to our posters, so be listening closely to ideas that others are sharing.</i> Invite a few children to share an idea they came up with. <i>Take a moment to think about ideas you heard that you and your partner might want to add to your poster in our next lesson.</i>

	<i>We learned a lot about seasons today, both from the book we read and from our classmates. In our next lesson, you will have a chance to add more to your poster, but we will also explore more about the amount of daylight in each season. As always, you may record your ideas and learning in your science journal, as well!</i>
Standards	1-ESS1-2 Make observations at different times of the year to relate the amount of daylight to the time of the year. SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small or larger groups. L.6.1 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. <i>because</i>)
Ongoing assessment	Review science journals and posters to monitor student understanding of the changes across seasons. Take note during whole-group conversations about students' understanding of changes across seasons. Use posters to assess use of domain-specific vocabulary learned through the read aloud and/or conversations with partners and the whole group.

Notes

Unit 1: Building Strong Communities

WEEK 7 Lesson 2

Science and Engineering Observing the Sky: What happens during a storm?	
S & E Big Idea	Weather affects people.
S & E Guiding Question	How does the weather affect people?
Content Objective	I can describe how a picture (or frame of a video) connects to what I am learning in science and engineering. (SE.ESS.1, Practice 8)
Language Objective	I can use unit vocabulary to describe what happens during a storm. (SL.3.1.a, L.6.1)
Vocabulary	time-lapse: a way of filming something using many photographs taken over a long period of time, shown quickly storm: a weather condition with heavy rain or snow and strong winds and sometimes thunder or lightning
Materials and Preparation	• demonstration thermometer, set to below 32 degrees • Winter Storm Nemo (Blizzard of 2013) in Boston video (1:52) (https://www.youtube.com/watch?v=1gnhcupdp1s&feature=youtu.be) OR replace with a video that takes place in Maine • projector and screen
Opening 5 minutes	<i>A few weeks ago we defined the word meteorologist as a person who studies the weather. This week we'll talk more about how the weather can impact our lives.</i> <i>Think of a time when a plan you had was canceled because of weather. Have you stayed home from school on a "snow day?" Have you had a soccer game or a birthday party canceled because of rain? The weather can make us change our whole day!</i> <i>Today we'll watch a video of a winter storm. Meteorologists give big weather events, like blizzards and hurricanes, names. This storm</i>

	<i>was called Winter Storm Nemo, and it occurred in 2013 (____ years ago).</i> <i>After we watch the video, we'll play a weather game!</i>
Text 10 minutes	<i>This is a time-lapse video. That means that many pictures were taken over a long period of time, and then the pictures were put together to watch quickly. This makes it seem like the storm happened in just a couple of minutes, but this video really shows what happened over a few days. Let's watch it.</i> Show the video through without stopping. <i>Now we'll watch it again, stopping in a few places to talk about what we find.</i> With each stop, facilitate a brief VTS conversation, asking the questions, <i>What's going on here?</i> <i>What makes you say that?</i> <i>What more can we find?</i> Suggested stopping points: 0:11 snow starts accumulating 0:20 snow covers the road 0:31 snow covers the road/low visibility 0:49 cars are completely covered 1:05 people shoveling out cars (connect to benefit of community) 1:12 nighttime, some cars have been shoveled out 1:37 sunny, storm is over
Game 10 minutes	Invite children to sit around the perimeter of the meeting space. Make sure that children have plenty of space to move around without too much bumping. <i>We've been acting out stories in the Drama Studio and all together. Let's act out needing to go outside in different weather conditions.</i> <i>What are some reasons we might need to go outside, no matter what the weather conditions may be?</i> Allow children to revisit the reasons people go out, as shown in the video and to add other ideas. Set the scene of a blizzard. <i>Before we go out, let's take a look out the window to see what's happening. It's snowing, with a very strong wind. It's difficult to see out there.</i> <i>Let's check the thermometer. It's very cold, only 26 degrees. We're going to need to bundle up!</i>

	Allow the children a moment to pretend dressing in cold weather gear, zipping up coats and pulling on boots, hats, mittens, and scarves, etc. <i>Ready to go outside?</i> Mime opening the door (or ask a couple of children to act as the doorway) and invite children to go through it. <i>How can we move through this weather, with so much wind and snow flying around? Are we moving quickly or slowly? Is it easy or hard to walk?</i> <i>What are you doing out in this storm? Act it out!</i> Give a signal to bring the children back “inside.” Suggest or have a child suggest another weather condition to act out, such as thunderstorms, rain showers, a tornado, warm and sunny. For each scenario, adjust the model thermometer to offer evidence for the the particular weather condition. Intentionally use weather-specific vocabulary children have been exploring.
Closing	<i>We'll play this game again and watch another video during the next Science lesson.</i>
Standards and Practices	SE.ESS.1 Make observations at different times of the year to relate the amount of daylight to the time of year. (Further explanation: Emphasis is on relative comparisons of the amount of daylight in the winter or summer to the amount in the spring or fall. Planning and Carrying out Investigations, Earth and the Solar System, Patterns) Clarification Statement: • Examples of seasonal changes to the environment can include foliage changes, bird migration, and differences in amount of insect activity. Practice 8. Obtaining, evaluating and communicating information. SL.3.1.a Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.L.6.1 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
Ongoing assessment	The focus of this lesson is allowing students to communicate and make sense of the language they have been using during this unit. Assess students ability to use vocabulary and recognize the relative temperature.
Extension activity	https://www.weather.gov/media/owlie/Owlie11.pdf

WEEK 7 Studios



How can we create positive change in our communities?

Work on the Book Access Project continues. Children are challenged to consider how weather conditions might affect their plans for increasing book access. Children sort and organize Beautiful Stuff for use in developing projects.

Big Ideas	People belong to communities. Everyone has a role. People in communities have responsibilities, and carrying out these responsibilities contributes to the good of the community. People benefit from being part of a community. Leaders help guide and support their communities. Caring for each other builds community. When people in communities talk, work, play, and learn together, they can create positive change.
Materials and Preparation	• Studios prompts, cut apart and added to each bin • Studios Planner • observation sheets <u>For the Art Studio (and others):</u> • Beautiful Stuff collections, mixed together in boxes or on large trays • trays and containers, for sorting and storing materials • scrap paper and writing tools, for labels Reread the Beautiful Stuff Guide to understand and plan for the introduction of a wider variety of materials. Identify a place in the classroom where Beautiful Stuff can be available in an ongoing way. <u>For the Science and Engineering Studio:</u> Identify a local forecast video for children to reference. • laptop, tablet, or other equipment to show video • model thermometer, class or children's own • Weather Forecast Cards, copied onto stiff paper and cut apart • drawing tools

	● Weather Reporting prompts ● props to enact a televised weather report (microphone, map, camera, sign)
Opening	<i>This week we'll continue working on our projects to increase access to books for all children and families. I have some materials to add, and a challenge to offer.</i> Show the collection of Beautiful Stuff. <i>We've been collecting lots of interesting materials! Now they are in a big mess in this box. You might want to use some of these for your projects. For example, last week this group was looking for something to use for wheels on the book cart they are designing. It will be much easier to find what you need if these materials are sorted and organized into categories.</i> Gather a few ideas about how the materials might be sorted. Demonstrate placing them in different containers and labeled for community use. <i>Here's your challenge: We've been exploring weather in our Science and Engineering lessons. Have you been thinking about weather as you've been planning your projects? What if you were going to take your book cart into the neighborhood, and a big storm came up? Are you prepared for that?</i> Give children a moment to consider this possibility and its implications for their projects. <i>When you get together with your group, think about weather as you continue to work on your projects.</i> Dismiss children in small groups to continue established project work.
Facilitation	Facilitate careful, intentional work by asking children about their plans, processes, collaborations, changes in course, and successes. Push children to consider implications of weather conditions on their plans. 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. Sorting Beautiful Stuff can be a good place for children to take a break from their projects. New materials can be added to projects in progress.
Closing Studios	At the close of each session, prompt children to organize for next steps. Choose work from one or two groups to present at Thinking and Feedback sessions.

Art 	Project(s):
Current state of the project	
Questions to prompt further work	
Opportunities for collaboration	
Practical support: resources & materials	
Overall project support	
Ongoing Assessment	

Building 	Project(s):
Current state of the project	
Questions to prompt further work	
Opportunities for collaboration	
Practical support: resources & materials	
Overall project support	
Ongoing Assessment	

Drama 	Project(s):
Current state of the project	
Questions to prompt further work	
Opportunities for collaboration	
Practical support: resources & materials	
Overall project support	
Ongoing Assessment	

Library 	Project(s):
Current state of the project	
Questions to prompt further work	
Opportunities for collaboration	
Practical support: resources & materials	
Overall project support	
Ongoing Assessment	

Science and Engineering



Producing a TV weather report

Objective:

I can report the weather using accurate weather vocabulary words.

Introduction:

Lots of us listen to weather reports on the radio or on TV to find out about the weather. You can set up a weather reporting station and be meteorologists!

Show available materials and think aloud, with children, how they might enact a weather report, referring to actual weather data, using precise vocabulary, creating props, and speaking to a television audience.

Process:

Children illustrate the Weather Forecast Cards.

Children watch a clip of a local weather forecast. They discuss what is important to highlight in their report.

Children identify roles such as reporter, meteorologist, map holder, and camera person. They take turns reporting and forecasting weather using precise vocabulary.

Facilitation:

Encourage children to use precise vocabulary for weather conditions, including temperature, wind, cloud type, and kinds of precipitation.

How can you describe the weather conditions?

What more might your audience like to know about the weather?

What might your audience need to think about to prepare for the weather that is coming?

Ongoing Assessment:

What vocabulary do children use to talk about the weather?

How do they connect various aspects of weather conditions, such as temperature, precipitation, clouds, and wind?

Thinking and Feedback possibilities:

Have children “perform” their weather report. Other children may offer feedback about the helpfulness of the report.

Writing and Drawing



Project(s):

Current state of the project

Questions to prompt further work

Opportunities for collaboration

Practical support: resources & materials

Overall project support

Ongoing Assessment

Weather Reporting Prompts

We see _____ in our radar. We predict _____.

Today, the weather will be _____.

We will have _____ temperatures.

Make sure you wear your _____ today, because the weather is going to be _____.

You may see _____ clouds at _____ today.

This morning the temperature is _____, but this afternoon it will be _____.

Weather Reporting Cards

Copy onto stiff paper and cut apart for children to illustrate.

sun

rain shower

snow

strong wind

Science & Engineering Studio U1 W7

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

gentle breeze

fog

clouds

cumulus cirrus stratus

thunderstorm

overcast

tornado

hurricane

blizzard

Art Studio

What do we need to do next?

How are we thinking about weather conditions?

Building Studio

What do we need to do next?

How are we thinking about weather conditions?

Drama Studio

What do we need to do next?

How are we thinking about weather conditions?

Library Studio

What do we need to do next?

How are we thinking about weather conditions?

Science and Engineering Studio

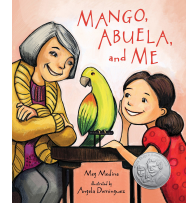
How can we show the weather conditions?

What does our audience need to know?

Writing and Drawing Studio

What do we need to do next?

How are we thinking about weather conditions?



WEEK 7 Day 1

Writing Personal Recount

Deconstruction and Individual Construction: Verbs

Content Objective	I can list verbs that relate to a topic. (W.3.1.b, W.2.1.a)				
Language Objectives	I can discuss how a group of communication verbs are related but different. (L.5.1.d) I can write verbs in the past tense. (L.1.1.d)				
Vocabulary	verb: a word that expresses a physical action, mental action, or state of being personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain variety: many different tense: the form of a verb that specifies time				
Materials and Preparation	• <i>Mango, Abuela, and Me</i>, Meg Medina • Personal Recount Verbs Cards, cut apart • chart paper Prepare the following Personal Recount Verbs chart. <table border="1"> <thead> <tr> <th colspan="2">Personal Recount Verbs</th></tr> </thead> <tbody> <tr> <td><i>Mango, Abuela, and Me</i></td><td>experience with books</td></tr> </tbody> </table> • Personal Recount anchor chart, from Week 5, Day 2 • Personal Recount anchor chart images: verbs	Personal Recount Verbs		<i>Mango, Abuela, and Me</i>	experience with books
Personal Recount Verbs					
<i>Mango, Abuela, and Me</i>	experience with books				

Opening 1 minute	<i>When we wrote procedures, we learned that each step begins with a precise, imperative verb. Today we are going to learn how verbs work in personal recounts.</i>
Deconstruction 15 minutes	<i>One purpose of personal recounts is to entertain readers. We learned that writers can do this by developing their events—adding more detail about what happened in each event.</i> <i>Another way writers can do this is by including a variety, or many different kinds, of verbs. Remember, verbs are words that show the thoughts, feelings, and actions of characters.</i> <i>The verbs in personal recounts give the reader more information about the topic and the characters.</i> <i>I collected some verbs from Mango, Abuela, and Me and wrote them here, on these cards. We are going to think about how the verbs relate to the topic and characters of the story.</i> <i>What do these verbs have in common? [they are all communication verbs]</i> <i>Why did Meg Medina use these verbs in Mango, Abuela, and Me? [the book is about characters learning to communicate with each other]</i> <i>Meg Medina uses a variety of communication verbs, which means she uses different verbs. She doesn't just keep saying "said, said, said," she uses words like "whispered" and "asked" to show different types of communication.</i> Show the "whispered" card. <i>What does it sound like to "whisper"?</i> Have children whisper. <i>When is a time that you would whisper?</i> Repeat the process of demonstrating and discussing the other verbs cards. Show the Verbs chart. <i>Here we are going to start a collection of verbs that will help us as we write. I'll add these cards to the Mango, Abuela, and Me side of the chart.</i>
Individual Construction 13 minutes	<i>The other side of the chart says "experience with books." We are going to collect some verbs here related to this topic, because the personal recounts you are writing are about an experience you had with books. One verb I think is important is "listened." I'm going to</i>

	<i>write that on our chart. I said “listened,” instead of “listen,” because personal recounts are written in the past tense—they use verbs that show that the actions already happened.</i> Think, Pair, Share. <i>What are some other things you have done with books?</i> After children share their ideas, send them with writing tools and sticky notes to write one verb related to book experiences. After writing their verbs, have children attach their sticky notes to the chart. Then facilitate a class discussion about the collected verbs. Work together as a class to edit any verbs that need to be changed to the past tense. <i>We thought of a lot of great verbs! As we continue to think about experiences with books, we might find more verbs to add to our chart!</i>
Closing 1 minute	Show the Personal Recount anchor chart. <i>Today we learned that the verbs in personal recounts are written in the past tense and that they relate to the topic and characters.</i> Add the verbs card to the chart. <i>Tomorrow you will continue working on writing your personal recounts, paying close attention to the verbs you choose.</i>
Standards	W.3.1.b Use a combination of drawing and writing to communicate a topic with details. W.2.1.a With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. L.1.1.d Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). L.5.1.d 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.
Ongoing assessment	Listen and take notes about children’s understanding of verbs. What connections do they make between the verbs? What differences/nuances in meaning do they recognize? After the lesson, review the verbs chart. Which verbs do children name? Do they all relate to the topic? Which important verbs are still missing?

Notes

Personal Recount Verbs Cards



whispered



called



said



asked

Writing U1 W7 D1

Personal Recount anchor chart images

language



whispered

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

Unit 1: Building Strong Communities

WEEK 7 Days 2-3

During Days 2-3, children continue to write independently. In addition, children's writing is assessed using the Personal Recount Observation Tool, and individual/small group/whole group lessons are added in response to children's needs.

Preparation:

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

Writing Personal Recount: (see the attached lessons for recommendations)

- orientation
- sequence of events
- conclusion
- verbs

Conventions: (no suggested lessons included)

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

Writing Behaviors: (no suggested lessons included)

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

Use the following sheet to plan instruction for Days 2-3. Make additional copies as necessary to plan for multiple individual or small group lessons.

Day 2

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

Topic:

Day 3

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

Topic:

Writing Personal Recount

Deconstruction and Revision: Orientation

Materials:

- Personal Recount anchor chart, from Week 5, Day 2
- *Mango, Abuela, and Me* chart, from Week 5, Day 4
- mentor text for personal recount: *Mango, Abuela, and Me* or a child's writing that includes a strong orientation
- children's personal recounts

Process (small or whole group):

- Show the Personal Recount anchor chart. Review the stages of personal recount.
- Show the *Mango, Abuela, and Me* chart and review the parts of the orientation.
- Read the orientation of the mentor text.
- If the mentor text is a child's writing, together identify the orienting information: who is in the story, when and where it happened, and an introduction to what happened.
- Refer children back to the first page of their own writing. Have them identify the elements of orientation: who is in the story, when it happened, where it happened, and an introduction to what happened. Note that some elements may be included in the illustration, and some in the words.
- If children identify that a piece is missing, have them work with a partner or with teacher guidance to add that information to the orientation, through illustration or words.

Writing Personal Recount

Deconstruction and Revision: Sequence of Events

Materials:

- Personal Recount anchor chart, from Week 5, Day 2
- *Mango, Abuela, and Me* chart, from Week 5, Day 4
- children's personal recounts

Process (small or whole group):

- Show the Personal Recount anchor chart. Review the stages of personal recount.
- Show the *Mango, Abuela, and Me* chart and review that the sequence of events includes the events of the personal recount, in order.
- Have children tell their personal recounts to a new partner. Have the partners identify if anything did not make sense or seemed to be missing from the story.
- Have children check their writing to see if they wrote all of the events that they told.
- If children identify that a piece is missing, have them work with a partner or with teacher guidance to add the missing events to their stories. Two possibilities include
 - orally telling or dramatizing the story, adding the missing part
 - having the child touch blank pages in his drawing and writing book and say what will be written on them

Writing Personal Recount

Deconstruction and Revision: Conclusion

Materials:

- Personal Recount anchor chart, from Week 5, Day 2
- *Mango, Abuela, and Me* chart, from Week 5, Day 4
- mentor text for personal recount: *Mango, Abuela, and Me* or a child's writing that includes a strong conclusion
- children's personal recounts

Process (small or whole group):

- Show the Personal Recount anchor chart. Review the stages of personal recount.
- Show the *Mango, Abuela, and Me* chart and review the conclusion. Remind children that personal recounts can end with a final event, a feeling, or a reflection on the experience.
- If the mentor text is a child's writing, read the conclusion and have the children identify which type of conclusion the author includes.
- Refer children back to their conclusions.
- If children have not included a conclusion, have them work with a partner or with teacher guidance to add a conclusion. Use questions, like the following, to prompt children's thinking.
 - What happened last?
 - How did you feel after doing that?
 - What was that experience like for you?

Writing Personal Recount

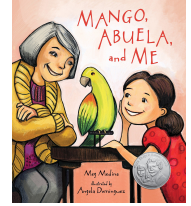
Deconstruction and Revision: Verbs

Materials:

- Personal Recount anchor chart, from Week 5, Day 2
- Personal Recount Verbs chart, from Day 1
- children's personal recounts

Process (small or whole group):

- Show the Personal Recount anchor chart and Personal Recount Verbs chart. Review the qualities of verbs in personal recounts (a variety of verbs that relate to the topic and develop the characters, that are written in the past tense).
- Help children identify the verbs in their personal recounts.
- Guide them to replace general verbs with specific verbs that relate more closely to the topic, referring to the list in the Personal Recount Verbs chart.
- As necessary, assist children with changing all verbs to the past tense.



WEEK 7 Day 4

Writing Personal Recount

Deconstruction and Revision: Phrases of Time

Content Objective	I can revise my personal recount to include phrases of time. (W.3.1.b, W.2.1.a)
Language Objective	I can introduce events using phrases of time. (L.1.1.d, L.5.1.d, L.1.1.e, L.1.1.f, L.1.1.g, L.1.1.h)
Vocabulary	adverb: a word or phrase used to describe a verb phrase of time: a group of words that indicates when something happened
Materials and Preparation	• <i>Mango, Abuela, and Me</i>, Meg Medina • Flag the following pages: 2, 3, 8, 13 • Personal Recount Phrases of Time Cards, cut apart • glue stick or tape • chart paper Write the title Phrases of Time at the top of the paper. • jointly constructed personal recount, from Week 5, Day 3 • Personal Recount anchor chart, from Week 5, Day 2 • Personal Recount anchor chart images: phrases of time
Opening 1 minute	<i>When you learned about procedures, you learned about adverbs, words and phrases that describe how and where to complete each of the steps. Today we will talk about a different type of adverbs, called phrases of time. These phrases of time describe when something happened.</i>
Deconstruction 12 minutes	<i>Today we are going to re-read some pages from Mango, Abuela, and Me to hunt for the phrases Meg Medina uses to tell us, the readers, when something happened.</i> Read the first sentence on page 2. <i>I heard a phrase here that tells me when this happened—in winter. This is a phrase of time that describes when Abuela comes to live with Mia and her parents. I'm going to add this to our Phrases of</i>

	<i>Time chart.</i> Attach the corresponding card to the chart. Read the last sentence on page 3. <i>What phrase of time does Meg Medina use here?</i> Harvest the children’s ideas; then attach the corresponding card to the chart. Read the first sentence on page 8. <i>What phrase of time does Meg Medina use here?</i> Harvest the children’s ideas; then attach the corresponding card to the chart. Read the first sentence on page 13. <i>What phrases of time does Meg Medina use here? She uses two!</i> Harvest the children’s ideas; then attach the corresponding card to the chart. <i>Here are other phrases of time Meg Medina uses later in the book.</i> Read the rest of the cards and attach them to the chart. <i>Meg Medina uses these phrases to tell us when different parts of her story happened. If she had just written “then” and “next” throughout the story, we would not have a good sense of when each event in the story happened.</i>
Joint Construction 8 minutes	Show the class personal recount. <i>Let’s review our class personal recount to see how we introduced events.</i> Read the beginning of each event. Together with the children, revise to begin each event with a phrase of time.
Individual Construction 8 minutes	<i>Now it’s your turn. Read your personal recount. Review how you introduced each event. If you did not use phrases of time, revise your writing to begin each event with a phrase of time.</i> Send children with writing tools and folders. As children work, circulate to support them.
Closing 1 minute	Show the Personal Recount anchor chart. <i>Today we learned that writers use phrases of time to show when events happened.</i> Add the phrases of time card to the chart. <i>Tomorrow you will provide feedback to each other, to make your</i>

	<i>writing even better!</i>
Standards	W.3.1.b Use a combination of drawing and writing to communicate a topic with details. W.2.1.a With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. L.1.1.d Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). L.5.1.d 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. L.1.1.e Use frequently occurring adjectives. L.1.1.f Use frequently occurring conjunctions (e.g., and, but, or, so, because). L.1.1.g Use determiners (e.g., articles, demonstratives). L.1.1.h Use frequently occurring prepositions (e.g., during, beyond, toward).
Ongoing assessment	Reflect on the class discussion. Do children identify the phrases of time? Do they understand how phrases of time function in personal recounts? After the lesson, review the children’s personal recounts. Do children add phrases of time to introduce events?

Notes



Personal Recount Phrases of Time Cards



in winter



just before we turn out the light



the rest of the winter



after school the
next day,
while Abuela
and I are
making meat
pies for our
snack



the next day



when we bring him home



before long



until my eyes grow heavy

Personal Recount anchor chart images

language



when we bring him home

phrases of time: adverbs that describe when

Unit 1: Building Strong Communities

WEEK 7 Day 5

Writing Procedure

Peer-to-Peer Feedback

Content Objective	I can use feedback to plan for revising my writing. (W.3.1.b, Writing Standard W.2, W.2.1.a)
Language Objective	I can discuss my writing with a partner, following the routine for providing feedback. (SL.1.1.a)
Vocabulary	feedback: specific, helpful suggestions given to improve work personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain revise: make changes to writing publish: prepare writing for an audience
Materials and Preparation	● children's personal recounts Set aside the writing of the child chosen to model feedback. ● Personal Recount Feedback sheet, one copy for each child and one for modeling ● writing tools ● writing folders
Opening 1 minute	<i>Today you are going to provide feedback to each other to improve your writing. Remember, when we provide feedback to each other, we will give specific and helpful suggestions. The writers may choose to incorporate these suggestions or not. We will first work together to analyze _____ [child]'s personal recount and provide [him/her] with specific feedback. Then, you will each work with a partner to provide feedback.</i>
Peer-to-Peer Feedback Practice 8 minutes	Introduce the Personal Recount Feedback sheet. <i>This is the paper we will use to provide feedback. It is similar to the one you used to give feedback about your procedures. At the top, there is a space for the writer's name and the reviewer's name. If you are the person reading your writing, you are the writer. If you are the person giving feedback, you are the reviewer.</i>

	<i>Here's how this will work. When you begin working with your partner, you will read your personal recount to him.</i> <i>After listening to your personal recount, your partner will answer three questions.</i> <i>The first question says, "Does it begin with an orientation?" If the personal recount begins with an orientation, your partner will check "Yes." If not, he will check "No." If there is no orientation, talk about how the writer should introduce the personal recount, and write a plan in the box.</i> <i>The second question says, "Does it include all events?" If the personal recount includes all events, your partner will check "Yes." If something is missing, she will check "No." If something is missing, talk about what is missing and what can be added so that it is complete. Then write that event in the box below.</i> <i>The last question says, "Does it end with a conclusion?" If the personal recount ends with a conclusion, your partner will check "Yes." If not, he will check "No." If there is no conclusion, talk about how the writer should end the personal recount, and write a plan in the box.</i> <i>Let's try it together. _____, please read us your personal recount.</i> <i>Now let's look at our feedback sheet. Remember, our first question says, "Does it begin with an orientation?"</i> Harvest several children's ideas. Check "Yes" or "No" on the checklist and discuss why that choice was made. If the orientation is missing, work together to suggest a plan for including an orientation. Repeat the process with the other questions.
Peer-to-Peer Feedback 20 minutes	<i>Now you will provide feedback to each other.</i> Partner the children and send them with writing notebooks, writing tools, and Personal Recount Feedback sheets. As the children work, circulate to support them. Have children store their Personal Recount Feedback sheets in their writing folders.
Closing 1 minute	<i>Today you provided each other with feedback to make your writing even better! Next week you will revise and publish your personal recounts.</i>
Standards	W.3.1.b Use a combination of drawing and writing to communicate a topic with details. Writing Standard W.2 Develop, strengthen, and produce polished writing

	by using a collaborative process that includes the age-appropriate use of technology. W.2.1.a With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. SL.1.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
Ongoing assessment	Observe and take notes as children provide feedback. What feedback are children given? Does it match your assessment? What next steps do children set for themselves? Are there any trends emerging?

Notes

