
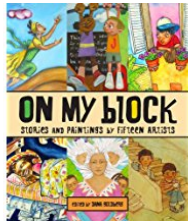

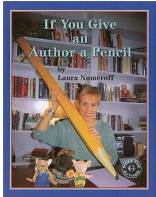
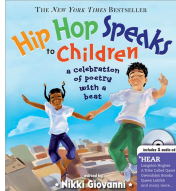


<p>Weekly Question: What helps us understand a place?</p>	
<p>Texts</p>   	<p>Vocabulary and Language Days 1 & 2: Introduce Weekly Words: <i>bond, connect, custom, foreign, identity, immigrant, infer, unfamiliar</i> Day 3: Personal Pronouns Day 4: Personal Pronouns Day 5: Making and Using New Words</p> <p>Text Talk Day 1: <i>Going Home, Coming Home</i>, Read 1 Day 2: <i>Going Home, Coming Home</i>, Read 2 Day 3: <i>On My Block</i>, “The Pacific Shoreline” and <i>Going Home, Coming Home</i>, Read 3 Day 4: “Meet Young Immigrants” (informational text) Day 5: <i>On My Block</i>, “Joseito’s Little Farm”</p> <p>Stations Guided Independent Reading</p> <hr/> <p>Listening & Speaking: Listen & Respond (<i>Soil Erosion and How to Prevent It</i>) Science Literacy: What are some solid objects you can see outside your classroom? What are the physical properties of those objects? Vocabulary: Choose 3!, Talk About It Word Work: Select from Activities Writing: follows from Text Talk Week 1, Day 1</p>
<p>Mentor texts</p>  	<p>Science and Engineering Lessons 1 & 2: Matter and Its Interactions: States of Matter</p> <p>Studios Children communicate and learn about places that are known and that are new.</p> <p>Writing: Autobiography Day 1: Deconstruction: Autobiography Purpose and Stages Day 2: Deconstruction: Autobiography Stages Day 3: Deconstruction: Autobiographical Poem Day 4: Deconstruction and Joint Construction: Verbs Day 5: Individual Construction: Planning and Writing Autobiographical Poems</p>

Unit 3: Connecting Places, Connecting People

WEEK 1 Days 1 & 2

Vocabulary & Language
Weekly Words

Weekly Question	What helps us understand a place?
Language Objectives	I can talk with my classmates about words. (SL.1.2) I can define and use new words. (L.5) I can connect words to my own real-life experiences. (L.5.2.a)
Vocabulary	bond: a strong, positive feeling or shared interest that brings people together connect: to join together, to link custom: a way of acting that is usual for a person or group foreign: having to do with a country that is not one's own; unfamiliar identity: all of the parts that communicate how a person or thing is known immigrant: someone who comes from one place to settle in another place infer: to make a guess based on facts and observation unfamiliar: not known or recognized
Materials and Preparation	Choose four words to teach each day, following the steps of the Weekly Words routine. Note: The words identity and infer are also defined explicitly and explored in context as part of the Text Talk lesson on Day 2. They should still be included in the Weekly Words chart. <ul style="list-style-type: none"> ● Week 1 Weekly Words cards ● Week 1 Weekly Words slides ● chart paper Create the week's Weekly Words chart by writing out the Weekly Words and their definitions. Add icons, sketches, or images as needed.
Opening Day 1	<i>This week's Weekly Words are ones we can use to talk about places and people who live in them. Today's words are: _____, _____, _____, and _____.</i>

	<p>As children rate their knowledge of each word, ask a few children to share their ideas about the word. Use this opportunity to highlight connections, similarities, and differences to other words used in the classroom, remarking on parts of speech and morphology and affirming children’s word knowledge.</p> <p>As children respond to the Think, Pair, Share prompts, encourage them to use the word as they speak. Offer sentence stems where it might be helpful.</p>
Day 2	<p><i>Let’s continue learning our words for this week. Today’s words are: _____, _____, _____, and _____.</i></p>
Teaching the words	<p>bond (noun) Elaboration: <i>A bond is a connection, a feeling of closeness. We create bonds with people who enjoy activities we enjoy, or with people who feel the same way we do about something. It feels good to have a bond with someone.</i></p> <p>Think, Pair, Share prompt: <i>How would you describe the bond between this person and her dog? Why might this bond be important?</i></p> <hr/> <p>connect (verb) Elaboration: <i>People find lots of ways to connect with others who are close by and far away. This group of people is gathered close together, so we can infer that they know each other well; they are connected to each other. And it looks like they are also connecting with other people they care about who are not close by, through technology.</i></p> <p><i>Let’s add a suffix: -tion. When we do, we get a noun, “connection.” “Connection” and “bond” are synonyms.</i></p> <p>Think, Pair, Share prompt: <i>What are two ways you connect with people you care about?</i></p> <hr/> <p>custom (noun) Elaboration: <i>Greetings are one kind of custom. In India, Nepal, and Bangladesh, people have a custom of greeting each other with this gesture and the word “Namaste.” It is a greeting that shows great respect and also joy.</i></p>

Other examples of customs are how a group of people celebrates special holidays, how they dress, and the music, art, and dances they create.

Think, Pair, Share prompt:

What is a special custom in your family or community? [Offer a relevant, local example or a particular school custom.]

foreign (adjective)

Elaboration:

If something is not familiar to you, it's foreign. Often, the adjective "foreign" describes something that is unfamiliar because it comes from a different place. A foreign language is one that is spoken in a different country.

When we add the suffix -er to "foreign" we get "foreigner." The word becomes a noun meaning a person from another country.

Think, Pair, Share prompt:

*What foreign language would you like to learn to speak?
What foreign country would you like to visit?*

identity (noun)

Elaboration:

The language you speak, the things you love to do, the way you look, the place your family comes from... these are parts of your identity—who you are and how people know you.

Think, Pair, Share prompt:

What are some important parts of your identity?

immigrant (noun)

Elaboration:

People move from one country to another for many different reasons. They bring important things with them. There are often many things immigrants have to figure out, because they are in a new place.

Think, Pair, Share prompt:

*What are some things you could do to make a new immigrant feel welcome here in Maine?
If you or your family are immigrants, what are some things you can do to make another new immigrant feel welcome here?*

infer (verb)

	<p>Elaboration: <i>Sometimes we don't get a lot of information just from what someone says or just from words in a text. We can pay attention to facial expressions, body language, illustrations, and other clues to get more meaning.</i></p> <p>Think, Pair, Share prompt: <i>What do you infer about how these children are feeling based on what you see in the photo?</i></p> <hr/> <p>unfamiliar Elaboration: <i>The prefix "un" means not. "Familiar" means we have seen it before, or we know about it. This bird called a vermilion flycatcher is unfamiliar because it doesn't live around here. What bird is more familiar?</i></p> <p>Think, Pair, Share prompt: <i>When you see something that is unfamiliar, you might feel excited, or you might feel nervous. Imagine you are an immigrant from a place where it never snows, and now that you are living in Maine and there is a big snow storm. The snow is unfamiliar to you! How might you feel?</i></p>
Closing	<p><i>This week we are thinking about how we can understand places. The words we're studying this week will help us to talk about this, our texts, and other experiences we're having together.</i></p>
Standards	<p>SL.1.2 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>Standard L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.</p> <p>L.5.2.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>
Ongoing assessment	<p>Use information gathered from each lesson to plan for embedded opportunities for teaching and reinforcing words.</p> <p>How do children interact with new and familiar words? Are they playful, curious, perplexed, disengaged? Do children connect words to personal experiences?</p>

	<p>What connections do children make between words they are learning and familiar words? How do children integrate learning from phonics lessons and other developing morphological knowledge? How do children respond when they discover an error in their understanding or use of a word? How flexible are they when confronted with new definitions? How do children talk with peers about new words—do they use gestures, substitute familiar words, dig for descriptions, tell stories?</p> <p>Keep a list to follow each child’s vocabulary growth over time.</p>
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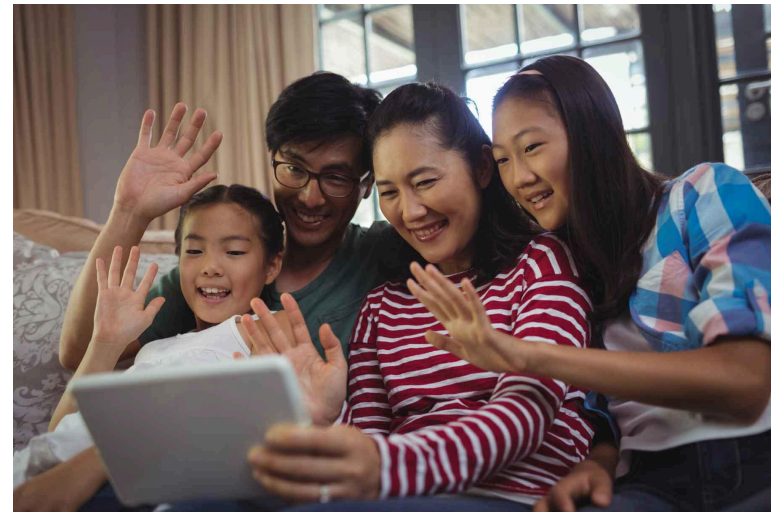
Notes



bond

verb

<https://www.wshs-dg.org/resource-center/ask-the-vet-pet-watch/132-ask-the-vet/273-human-animal-bond>



connect

verb

<https://www.prudential.com.sg/opus/articles/long-distance-relationships-family-friends>

Weekly Words U3 W1

Focus on Second/ 2nd Grade for ME | Boston Public Schools Department of Early Childhood P-2/

Maine Department of Education



custom

noun

<https://fineartamerica.com/featured/nepali-girls-namaste-greeting-himalayas-craig-lovell.html>



foreign

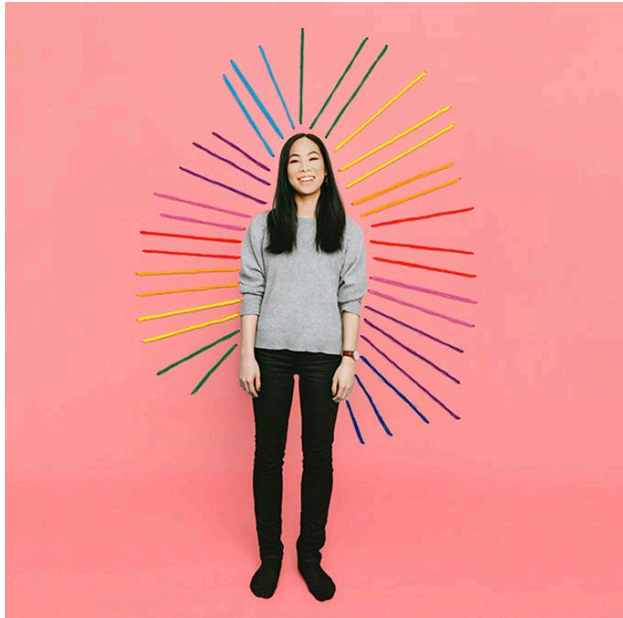
adjective

<https://kaleela.com/five-of-the-top-foreign-languages-to-learn-in-2021/>

Weekly Words U3 W1

Focus on Second/ 2nd Grade for ME | Boston Public Schools Department of Early Childhood P-2/

Maine Department of Education



identity

noun

<https://hbr.org/2019/09/the-benefits-of-bringing-your-whole-identity-to-work>



immigrant

noun

<https://www.thetelegram.com/opinion/gwynne-dyer-the-immigrant-problem-298552/>

Weekly Words U3 W1

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Maine Department of Education



infer

verb

<https://raisingchildren.net.au/autism/school-play-work/play-learning/playing-with-others-autistic-children>



unfamiliar

adjective

<https://lcme.com/currentnews/back-back-sightings-rare-birds-astonish-delight-local-birdwatchers/>,<https://www.birdwatchersdigest.com/bwdsite/learn/identification/sparrows-allies/house-sparrow.php>

Weekly Words U3 W1

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Maine Department of Education

Unit 3: Connecting Places, Connecting People

WEEK 1 Day 3

Vocabulary & Language

Personal Pronouns

Weekly Question	What helps us understand a place?
Language Objective	I can identify personal pronouns. (L.1.2.c)
Vocabulary	noun: a word that names a person, place, thing, or idea pronoun: a word that can take the place of a noun
Materials and Preparation	<ul style="list-style-type: none">Personal Pronouns slides Note: This lesson uses slides 1-5.
Opening	<i>Today we are going to learn about a new type of word: pronouns. Pronouns are words that can take the place of nouns.</i>
Discussion	<i>Let's listen to this page from Going Home, Coming Home.</i>
slide 2	
slide 3	<i>Let's take another look at the first sentence on the page.</i> <i>"She" is a pronoun. In this sentence, "she" refers to Ba ngoai.</i> <i>Writing "she" instead of repeating Ba ngoai makes the paragraph smoother and easier to read.</i>
slide 4	<i>Let's listen to another page.</i>
slide 5	<i>Let's look closely at this paragraph. Some of the pronouns are underlined.</i> Read the paragraph. <i>In this paragraph, who is "we"? Who is "she"?</i>

	<i>Who is "I"?</i>
Closing	<i>Today you identified personal pronouns and the nouns that they replaced. Tomorrow you will practice replacing nouns with pronouns.</i>
Standards	L.1.2.c Use reflexive pronouns (e.g., myself, ourselves).
Ongoing assessment	During the discussion, listen for evidence that children are understanding personal pronouns. Do they accurately identify the nouns the pronouns replace?

Notes

Personal Pronouns

Vocabulary & Language Week 1, Days 3-4



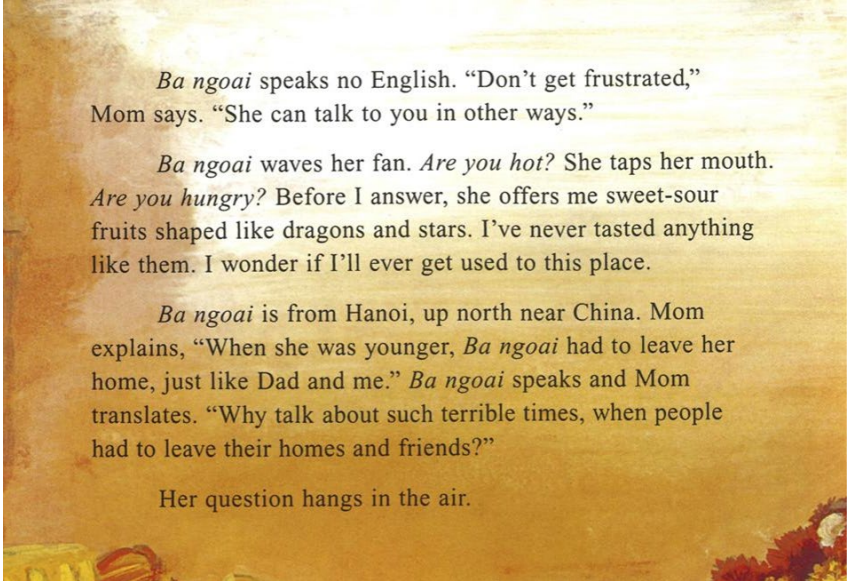
Ba ngoai speaks no English. “Don’t get frustrated,” Mom says. “She can talk to you in other ways.”

Ba ngoai waves her fan. *Are you hot?* She taps her mouth. *Are you hungry?* Before I answer, she offers me sweet-sour fruits shaped like dragons and stars. I’ve never tasted anything like them. I wonder if I’ll ever get used to this place.

Ba ngoai is from Hanoi, up north near China. Mom explains, “When she was younger, *Ba ngoai* had to leave her home, just like Dad and me.” *Ba ngoai* speaks and Mom translates. “Why talk about such terrible times, when people had to leave their homes and friends?”

Her question hangs in the air.

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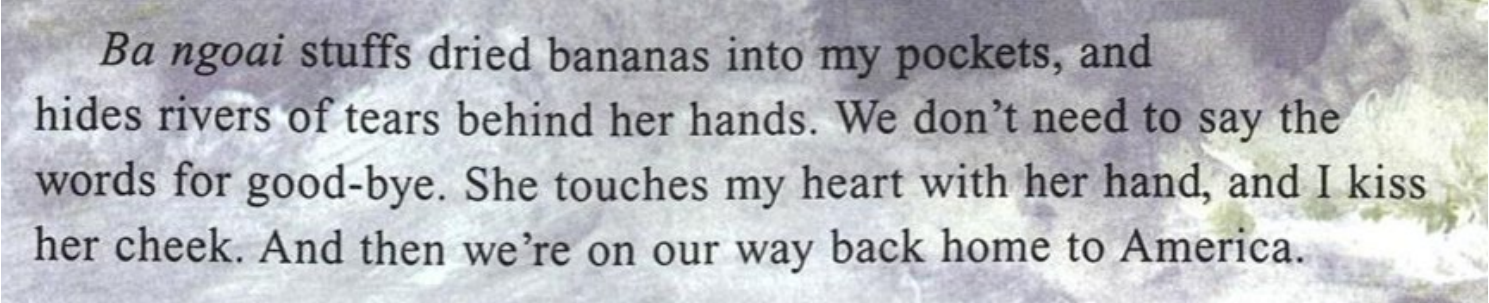
Two weeks later we pack up and all load into Uncle Binh's van. At the airport Uncle Binh says, "Be a good girl," and pinches my cheek. I don't even mind.

Ba ngoai stuffs dried bananas into my pockets, and hides rivers of tears behind her hands. We don't need to say the words for good-bye. She touches my heart with her hand, and I kiss her cheek. And then we're on our way back home to America.

Before I came to Vietnam, I knew I was American. Here I learned that I am both Vietnamese and American. I am from the East and I am from the West. My home is here. My home is there. Home is two different places, on the left and right sides of my heart.



Ba ngoai stuffs dried bananas into my pockets, and hides rivers of tears behind her hands. We don't need to say the words for good-bye. She touches my heart with her hand, and I kiss her cheek, And then we're on our way back home to America.



Ba ngoai stuffs dried bananas into my pockets, and hides rivers of tears behind her hands. We don't need to say the words for good-bye. She touches my heart with her hand, and I kiss her cheek. And then we're on our way back home to America.

The squirrels can leap far. The squirrels need to sleep sometimes.

The squirrels can leap far. They need to sleep sometimes.

Your turn!

1. Copy the two sets of sentences.
2. Underline the subject of the sentences.
3. In the second sentence of each set, cross out the subject.
Replace it with a **pronoun**.

1. Zendaya is a student. ~~Zendaya~~ is very smart.
2. The person and her dog have a bond. ~~The person and her dog~~ are connected.

Unit 3: Connecting Places, Connecting People

WEEK 1 Day 4

Vocabulary & Language
Personal Pronouns

Weekly Question	What helps us understand a place?
Language Objective	I can replace nouns with pronouns. (L.1.2.c)
Vocabulary	noun: a word that names a person, place, thing, or idea pronoun: a word that can take the place of a noun
Materials and Preparation	<ul style="list-style-type: none"> Personal Pronouns slides Note: This lesson uses slides 6-8. paper and pencil, one for each child
Opening	<i>Yesterday you learned that pronouns can take the place of nouns. Today we will review more pronouns, and you will practice replacing nouns with pronouns.</i>
Discussion	<i>Let's read these sentences.</i>
slide 6	<i>What is the subject of the sentences—who or what are the sentences about?</i>
slide 7	<p><i>The sentences do not need to say “the squirrels” twice. Instead, the sentences could say this:</i></p> <p style="text-align: center;"><i><u>The squirrels</u> can leap far. <u>They</u> need to sleep sometimes.</i></p> <p><i>In the second sentence, the pronoun “they” refers to the squirrels.</i></p>
slide 8	<p><i>Now you will practice replacing nouns with pronouns.</i></p> <p>Review the process from the slide.</p>
	Bring the class back together. Invite children to share the pronouns they used. Guide them to provide a rationale for their choices.

Closing	<i>Today you practiced replacing nouns with pronouns.</i>
Standards	L.1.2.c Use reflexive pronouns (e.g., myself, ourselves).
Ongoing assessment	Review children’s work. Do they accurately identify the subject of the sentences? Do they replace the nouns with the correct pronouns?

Notes

Unit 3: Connecting Places, Connecting People

WEEK 1 Day 5

Vocabulary & Language

Making and Using New Words

Weekly Question	What helps us understand a place?
Language Objective	I can work with my classmates to make new words by identifying root words and changing or adding parts. I can use the words we make in a sentence. (SL.1.2, L.4.2.c)
Vocabulary	bond: a feeling or shared interest that brings people together connect: to join together, to link foreign: having to do with a country that is not one's own; unfamiliar identity: all of the parts that communicate how a person or thing is known infer: to make a guess based on facts and observation unfamiliar: not known or recognized
Materials and Preparation	<ul style="list-style-type: none">• Week 1 Making and Using New Words sheets, one for each small group• pencils, one or two for each small group• Week 1 Weekly Words cards, those listed above• chart paper and markers (2 different colors)
Opening	<p><i>This week we are using the Making and Using New Words routine. Starting this week, you can use suffixes and also prefixes to make new words!</i></p> <p>Recall that suffixes change the end of a word, and prefixes change the beginning of a word. As useful, refer to slides from Language Unit 2, Week 5.</p>
Key Activity	<p>Distribute sheets and send children to work. Circulate to help children strategize through the routine, encourage equitable participation, observe interpersonal dynamics, and glean understanding about children’s knowledge about how words are formed.</p> <p>While children work, select one group to present their response to the class. Have the group identify one or two members who will present the words they made and read their sentence aloud.</p>

	<p>After about 7 minutes, signal for children to finish their answers and return to the whole group.</p> <p>Invite the presenter(s) from the selected group to share the word they started with, new words they made, and then the sentence they wrote. <i>Please read your sentence slowly so I can write it down.</i></p> <p>Write the sentence on the chart paper.</p> <p><i>Let's see which Weekly Word they used and changed! I'll read the sentence again, and you can let me know when you hear the word that came from one of our Weekly Words.</i></p> <p>Read the sentence aloud, slowly, and pause as children identify the Weekly Words. Circle that word with the contrasting marker. <i>Let's think together about how this word changed and how that changed its meaning.</i></p> <p>Invite children from other groups to share any ways that this group's work resembles their own.</p>
Closing	<p><i>We can see that changing a word's ending changes its meaning and how it's used.</i></p>
Standards	<p>SL.1.2 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>L.4.2.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p>
Ongoing assessment	<p>Listen to children's conversations as they work.</p> <p>What knowledge do children demonstrate about parts of words? What contributions do they make to the construction of a response to a specific question?</p> <p>Observe children's interactions.</p> <p>How effectively do children work in their groups? What roles do they take on?</p> <p>Reflect on the whole group sharing of one group's response.</p> <p>What more was revealed about children's understanding of how words' meanings change according to their parts?</p> <p>Review each sheet. Use children's answers to inform planning for successive lessons, revisiting words, prefixes, and suffixes, and informal conversations with individual children.</p>

Names: _____

Choose one Weekly Word. Underline the base word. Make new words by adding or changing prefixes or suffixes. Write the words. Check to make sure they make sense. What do the new words mean?

Weekly Words	Prefixes	Suffixes		New Words
bond connect foreign identity infer unfamiliar	un - re - mis - dis - trans - non -	- s - ed - ing - es - er - est	- ful - ment - ness - less	<hr/> <hr/> <hr/> <hr/> <hr/>

Write a sentence with one of the new words.

Unit 3: Connecting Places, Connecting People



WEEK 1 Day 1

Text Talk
Going Home, Coming Home
 Read 1 of 3

Big Ideas	We understand our own identities by thinking about where we are and where we come from. People and places around the world are linked.
Weekly Question	What helps us understand a place?
Content Objectives	I can use details from the text, including dialogue, to explain how the main character responds to events in the story. (R.4.2, R.6.2.a) I can use images and other information to understand and describe the story’s setting and how the characters feel about it. (R.11.2.a, R.11.2.b)
Language Objective	I can describe key events and character development from texts read aloud. (SL.2.2.a)
SEL Objective	I can share connections and listen to others. (Self Awareness, Social Awareness)
Vocabulary	canary: a small, tropical bird deliciously: in a way that is very pleasing dusk: partial darkness at the end of the day expand: to open humid: when the air is full of moisture maze: a confusing set of paths ruby red: the bright red color of a gemstone squawk: to make a harsh, loud cry taper: to become less

Text Talk U3 W1 D1

	<table border="1" style="width: 100%; text-align: center;"> <tr> <th style="background-color: #e0e0e0;">Word in Vietnamese</th> </tr> <tr> <td>Ba ngoai: grandmother</td> </tr> </table>	Word in Vietnamese	Ba ngoai: grandmother		
Word in Vietnamese					
Ba ngoai: grandmother					
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>Going Home, Coming Home</i>, Truong Tran ● world map and pushpins ● Vietnam slides ● projector and screen ● three sheets of chart paper <p>On one piece of chart paper, write the following discussion questions.</p> <p style="padding-left: 40px;">What are some key events that have happened so far? What are they doing on page 21? How is Ami Chi feeling about the events that have happened? How is she feeling about being in Vietnam now?</p> <p>On another piece of chart paper, prepare the week’s Weekly Question Chart. Place it in the whole group meeting area.</p> <p>Prepare the following chart, Learning about a Place: Vietnam.</p> <table border="1" style="margin-left: auto; margin-right: auto; text-align: center;"> <tr> <th colspan="2" style="background-color: #e0e0e0;">Learning about a Place: Vietnam</th> </tr> <tr> <td style="width: 50%; background-color: #e0e0e0;">What we know from background</td> <td style="width: 50%; background-color: #e0e0e0;">What we learn from the story</td> </tr> </table> <ul style="list-style-type: none"> ● Writing Station Response: <i>Going Home, Coming Home</i>, 1 copy <p>On the whiteboard, write the Writing Station prompt.</p>	Learning about a Place: Vietnam		What we know from background	What we learn from the story
Learning about a Place: Vietnam					
What we know from background	What we learn from the story				
<p>Opening 7 minutes</p>	<p>Introduce the unit and the book, and set the purpose for reading.</p> <p><i>We are beginning a new unit of study today: Connecting Places, Connecting People. For the next several weeks, we’ll be exploring places and people around the world and thinking about how we understand a place.</i></p>				

	<p><i>We'll start with a new book titled Going Home, Coming Home, written by Truong Tran and illustrated by Ann Phong. Before we read it today, we will share some background information and look at images to support understanding the text. Then we'll read the book. We'll describe important details in the story and explain how the main character responds to the events.</i></p> <p><i>This book takes place in Vietnam, in a city called Ho Chi Minh City. Pin Ho Chi Minh City/Saigon on the world map. Make note of the city's location in relation to Maine.</i></p> <p><i>Before we read the book for the first time, let's explore the place where it takes place: Ho Chi Minh City. What do you already know about places in Vietnam? What connections do you have?</i> Allow children a moment to share their connections and experiences.</p> <p><i>Now let's look at some images of places in Vietnam.</i> Show the slides of Vietnam, and read the captions.</p> <p><i>Based on our background knowledge and the images we have seen, let's record what we know on our chart. If you have the same idea as a classmate, you can show the "Me, too" signal.</i> Record connections and information that has been shared so far in the left column of the chart, Learning about a Place: Vietnam.</p> <p><i>Today as we read, we will record here [indicate the right side of the chart] what we learn from the story about Vietnam. We will not learn everything about Vietnam from just one story—countries are very diverse, and people have different experiences. But we can gather some information about the place from the text and illustrations in this book.</i></p>
<p>Text and Discussion 20 minutes</p> <p>page 11</p>	<p>At each stopping point, check for understanding, recall the events and main character's response, and add to the chart.</p> <p>Explain who Ba ngoai is.</p> <p>Think, Pair, Share. <i>What events have happened so far? How do you think Ami Chi is reacting? What is she feeling now?</i></p> <p>Solicit three ideas.</p>

	<p>As a whole group, add to the chart.</p> <p><i>From the illustrations and text, what do we know or think about Vietnam that we can add to our chart? Let's use just a few words or phrases to capture what we are learning.</i></p>
page 21	<p>Continue reading through page 21, and then stop. Reread page 21.</p> <p>Think, Triad, Share.</p> <p><i>What are some key events that have happened so far? What are they doing on page 21? How is Ami Chi feeling about the events that have happened? How is she feeling about being in Vietnam now?</i></p> <p>Solicit a few comments, and add details to the chart if relevant.</p> <p>Continue reading through page 25, and then stop.</p>
page 25	<p>Reread the final paragraph on page 25. Discuss the following questions as a group.</p> <p><i>What's happened so far? How is Ami Chi responding now?</i></p> <p>Finish reading the text.</p> <p>Refer back to the chart, and add any new information.</p> <p>As a whole group, discuss any misconceptions or missing ideas.</p>
Key Discussion 10 minutes	<p>Think Pair Share.</p> <p><i>How has Ami Chi changed over the course of the story?</i></p> <p>Introduce the Writing Station.</p> <p><i>In Text Talk today, we read about one child's experience of going to Vietnam and how her perspective changed over the course of the story. This week at the Writing Station, you will draw and write about this prompt: How has Ami Chi changed over the course of the story?</i></p> <p>Show the Writing Station Response sheet. Read the whole prompt twice. The first time, read the prompt aloud. The second time, invite the children to read along. Clarify children's questions about the prompt.</p>
Closing 1 minute	<p><i>Today we learned about Vietnam by sharing our own knowledge and experiences, looking at images, and examining some</i></p>

	<p><i>illustrations from Going Home, Coming Home. We read how the author portrays a place that is important to him through a story. Stories will be very important in helping us understand different places around the world.</i></p> <p><i>Today we read to find out details about the major events in the story and how the main character, Ami Chi, reacted to them. When you read stories on your own, you can track the major events and how the main character responds to those events.</i></p> <p><i>Tomorrow we will look closely at what it means to be “going home” and “coming home.” We will also use the language in the book to make inferences about the character.</i></p>
<p>Weekly Question Chart 2 minutes</p>	<p>Introduce the Weekly Question Chart.</p> <p><i>Throughout this week, we will be asking and answering this question: What helps us understand a place? We can record our ideas here.</i></p> <p><i>Today we considered how one child’s visit to a place important to her family affected her perspective on that place. Let’s add this to our chart: Visiting a place can help you understand it.</i></p> <p><i>We can add more to our chart during the week.</i></p>
<p>Standards</p>	<p>R.4.2 Ask and answer questions about who, what, when, where, how, and why.</p> <p>R.6.2.a Describe how characters in a story respond to major events and challenges.</p> <p>R.11.2.a Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>R.11.2.b Compare and contrast two or more versions of the same story presented in diverse forms</p> <p>SL.2.2.a Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>L.4.2.b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p>
<p>Ongoing assessment</p>	<p>During the discussion, observe the quality of conversation about the major events of the story and character development.</p> <p>What details do children cite?</p> <p>Children may begin to think and talk about their own experiences with migration and immigration. Listen for this.</p>

Writing Station Response: ***Going Home, Coming Home***

Name: _____ Date: _____

How has Ami Chi changed over the course of the story?

Unit 3: Connecting Places, Connecting People

WEEK 1 Day 2



Text Talk
Going Home, Coming Home
 Read 2 of 3

Big Ideas	We understand our own identities by thinking about where we are and where we come from. People and places around the world are linked.
Weekly Question	What helps us understand a place?
Content Objectives	I can infer and communicate characters’ feelings and motivations from description, what they do or say, and what others think of them. (R.6.2.a, R.9.2.b) I can use details from illustrations to describe the setting. (R.11.2.a, R.11.2.b) I can use details from the text to begin to describe what makes a place a home and what identity means. (R.5.2.a)
Language and SEL Objective	I can discuss what I infer with my classmates, building on their comments as well as on my own. (SL.1.2.b, Social Awareness)
Vocabulary	canary: a small, tropical bird deliciously: in a way that is very pleasing dusk: partial darkness at the end of the day expand: to open humid: when the air is full of moisture maze: a confusing set of paths ruby red: the bright red color of a gemstone squawk: to make a harsh, loud cry

	<p>taper: to become less</p> <table border="1" data-bbox="448 254 1409 390"> <tr> <td data-bbox="448 254 1409 317" style="text-align: center;">Word in Vietnamese</td> </tr> <tr> <td data-bbox="448 317 1409 390">Ba ngoai: grandmother</td> </tr> </table>	Word in Vietnamese	Ba ngoai: grandmother
Word in Vietnamese			
Ba ngoai: grandmother			
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>Going Home, Coming Home</i>, Truong Tran ● Week 1 vocabulary cards or slides: identity and infer Note: These words may be taught as part of this lesson or as part of the Vocabulary and Language lessons on Days 1 and 2. ● <i>Going Home, Coming Home</i> excerpt slides ● Vietnam slides, from Day 1, for reference ● projector and screen <p>On the whiteboard, write the following sets of prompts.</p> <p><u>Discussion 1</u></p> <p>What are the different ways that Ba ngoia and Ami Chi might communicate, other than talking in the same language?</p> <p>What does it mean when the author writes, “Her question hangs in the air?” What makes you say that?</p> <p><u>Discussion 2</u></p> <p>What do you infer that Ami Chi thinks about being Vietnamese and being American? What does she think about her identity now?</p> <p>How do language and identity go together?</p> <p>What can you infer about how Ami Chi thinks of the word <u>home</u>?</p> <p>The title of the story is <u>Going Home, Coming Home</u>. What do you now think the title means?</p> <ul style="list-style-type: none"> ● world map, for reference ● Learning about a Place: Vietnam chart, from Day 1, for reference <p>Review the small group discussion routine, Numbered Heads Together, in the Routines document in the Introduction, Part 1. Strategically assign children to groups of four.</p> <p>As children settle in for the lesson, have them sit in clusters according to these small groups.</p>		
<p>Opening 8 minutes</p>	<p>Remind children of the text and set the purpose for reading.</p> <p><i>Today we will read Going Home, Coming Home a second time. As we read we’ll pay close attention to certain pages and talk about</i></p>		

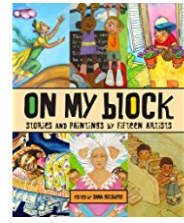
	<p><i>what we infer. Inferring is reading between the lines—the text might not say it in an obvious way, but we can understand the author’s meaning from clues in the text. [Show the vocabulary card or slide.] When reading on your own, you can use a story’s description and what characters do and say to infer a character’s feelings and motivations.</i></p> <p><i>Today we will also talk about some big ideas: language, home, and identity. We will ask ourselves, What is complicated about language? What makes a home? What is identity? Language, home, and identity are three complicated ideas! We will be talking about them all through this new unit.</i></p> <p><i>First, let’s recall what we were thinking yesterday. How does Ami Chi feel at the beginning of this story?</i></p> <p><i>As we read, let’s pay close attention to descriptions in the text as well as dialogue to infer how Ami Chi’s feelings and motivations change over the course of the book. Dialogue is when people are talking in the story.</i></p>
<p>Text and Discussion 21 minutes page 11</p>	<p>Read aloud from the beginning of the story. Stop at the beginning of page 11 to explain the phrase, “endless rice paddies that wave in the wind like a green sea.” Refer to the illustration to support children’s understanding. Have children close their eyes and visualize what this phrase means. Invite three children to share their images of this language.</p> <p><i>How does this image add to what we understand about Vietnam as a place?</i></p> <p>Explain the idea of identity, and show the Vocabulary card or slide.</p> <p><i>Identity is a complicated idea—it means who you are and who you choose to be.</i></p> <p><i>For example, part of my identity is that I am a teacher; I am also a [for example: writer and a mom. I speak English, and my family is from Russia].</i></p> <p><i>Part of the author’s identity is that he speaks Vietnamese and English, and another part is that he is a writer and a poet. What’s a part of your identity?</i></p> <p>Have children turn and talk. Harvest a few ideas in the whole group.</p>
<p>page 13</p>	<p>Project page 13 (slide 8). Read the page aloud once, then move to slide 9 and read it a second time, asking the children to follow along silently or by whisper reading.</p>

	<p>Introduce the Numbered Heads Together routine. Have children adjust their bodies into clusters facing each other.</p> <p>Read the first set of prompts aloud, giving a long period of wait time for children to think quietly on their own before signaling the groups to begin discussing together.</p> <p>The small group discussion for this lesson supports children in making inferences. Children answer the questions on the board about Ami Chi and Ba ngoai:</p> <ul style="list-style-type: none"> ● What are the different ways that Ba ngoia and Ami Chi might communicate, other than talking in the same language? ● What does it mean when the author writes, “Her question hangs in the air?” What makes you say that? <p>As children discuss, circulate to prompt and support them.</p> <p>After the small group discussions, choose a number (a “numbered head”). Bring children’s attention back to the whole group and ask each child with the assigned number to report their group’s thinking. Briefly name trends, draw connections, or cite differences among the groups’ ideas, as relevant.</p>
page 24	<p>Have children turn back to the book. Continue reading through page 24.</p> <p>Project page 26 (slide 16). Read the page aloud once, then move to slide 17 and read it a second time, asking the children to follow along silently or by whisper reading. Have children turn to a partner to discuss the following questions.</p> <p style="padding-left: 40px;"><i>What do you infer are the ways Ami Chi and Ba ngoia are communicating now? What makes you say that?</i></p> <p style="padding-left: 40px;"><i>How does the description of their activities reflect a change in the main character, Ami Chi?</i></p> <p>Continue reading to the end of the book.</p> <p>Project page 31 (slides 19 and 20).</p> <p style="padding-left: 40px;"><i>Let’s briefly review the ending and what we talked about yesterday. How do you think Ami Chi feels about her trip to Vietnam? How has she changed?</i></p> <p>Harvest a few responses.</p>
Key Discussion 10 minutes	<p><i>This last paragraph is about home, and it is also about identity. We infer that Ami Chi’s feelings about her trip to Vietnam have changed through the story. We can also infer that her feelings about what home means to her and what her identity means to her</i></p>

	<p><i>have changed, too.</i> Reread the last paragraph.</p> <p>Have children turn back to their clusters, and facilitate the Numbered Heads Together routine a second time. Refer to the board, and read the prompts for Discussion 2 aloud.</p> <p><i>What do you infer that Ami Chi thinks about being Vietnamese and being American? What does she think about her identity now? How do language and identity go together? What can you infer about how Ami Chi thinks of the word “home”? The title of the story is Going Home, Coming Home. What do you now think the title means?</i></p> <p>At the end of Numbered Heads Together, be sure to call on a different “numbered head” than in the first discussion.</p>
<p>Closing 1 minute</p>	<p><i>Today we looked closely at some pages of Going Home, Coming Home to infer about the characters’ feelings, as well as to think more deeply about the ideas of language, home, and identity. Tomorrow, we will look at Going Home, Coming Home together with some writing and artwork by the illustrator, Ann Phong.</i></p>
<p>Standards</p>	<p>R.5.2.a Retell texts, including details about who, what, when, where, how, and why; demonstrate understanding of the theme. R.6.2.a Describe how characters in a story respond to major events and challenges. R.9.2.b Identify the main purpose of a text, including what the author wants to answer, explain, or describe. R.11.2.a Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. R.11.2.b Compare and contrast two or more versions of the same story presented in diverse forms SL.1.2.b Build on others' talk in conversations by linking their comments to the remarks of others. SEL. Social Awareness</p>
<p>Ongoing assessment</p>	<p>Make note of children’s conversation about their inferences as well as their participation in the two conversation routines. Listen in to small group discussions.</p> <p>What inferences do children make? What parts of the text do they cite as they do so? How do children converse with each other using this routine?</p>

Unit 3: Connecting Places, Connecting People

WEEK 1 Day 3



Text Talk
On My Block: “The Pacific Shoreline”
 and
Going Home, Coming Home
 Read 3 of 3

Big Ideas	We understand our own identities by thinking about where we are and where we come from. People and places around the world are linked.
Weekly Question	What helps us understand a place?
Content Objective	I can analyze key details and illustrations from two short autobiographical texts in order to investigate what home and identity mean. (R.11.2.c. R.11.2.d)
Language and SEL Objective	In both discussion and writing, I can use key words and phrases from the unit to express my understanding of what <i>home</i> means to me and to my classmates. (SL.1.2.b, L.5, L.4.2.d Self Awareness, Social Awareness)
Vocabulary	<p>attract: to pull toward; to gain attention</p> <p>escape: to get away</p> <p>exhibit: to show or display</p> <p>home: a place where someone feels connected and comfortable</p> <p>* identity: all of the parts that communicate how a person or thing is known</p> <p>internationally: all over the world</p> <p>merchant: a person who buys and sells</p> <p>scene: view in a painting, drawing, or photograph; a place where an event takes place</p> <p>settle: to move to a new place and make it home</p>

<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>On My Block: Stories and Paintings by Fifteen Artists</i>, Dana Goldberg Flag pages 24-25, Ann Phong: “The Pacific Shoreline.” ● <i>Going Home, Coming Home</i>, Truong Tran ● <i>On My Block</i> and <i>Going Home, Coming Home</i> excerpts slides ● projector and screen ● Learning about Vietnam chart, from Day 1 ● chart paper <p>Prepare three to five charts (depending on the size of the group and how children share space as they work) with the same question in the center of each page: From our readings so far, what does <u>home</u> mean?</p> <p>Place the charts around the room on tables, floor, or walls.</p> <ul style="list-style-type: none"> ● colored pencils and/or markers <p>On the whiteboard, write these questions:</p> <p>What do we see in the illustrations?</p> <p>How is Vietnam depicted?</p> <p>How is Long Beach, California depicted?</p> <p>What is the same and what is different?</p>
<p>Opening 1 minute</p>	<p><i>Today we will read a selection from the book <i>On My Block: Stories and Paintings by Fifteen Artists</i>. In this book, illustrators describe a bit about themselves and places that are special to them. They pair their descriptions with illustrations. We will use this book a few times during this unit, “Connecting Places, Connecting People.” Today we will read the selection written and illustrated by Ann Phong, the illustrator of <i>Going Home, Coming Home</i>.</i></p> <p><i>Today we will also read the introduction to <i>Going Home, Coming Home</i>. We will compare these two pieces to continue thinking about what “home” and “identity” mean.</i></p>
<p>Text and Discussion 16 minutes <i>On My Block</i> and excerpt slides</p>	<p>Read <i>On My Block</i>, pages 24 and 25, and project the slide.</p> <p>Pause at the word “escaping.”</p> <p><i>What do we know about Ann Phong’s reason for leaving Vietnam? How did Ann Phong end up in California? Why do you think so?</i></p> <p>After reading both pages, direct children to look closely at the illustrations.</p> <p><i>Ann Phong says she has two homes—a home in Long Beach, California and a home on the other side of the ocean, in Vietnam.</i></p> <p>Think, Pair, Share.</p>

	<p><i>What do we see in the illustrations? How is Vietnam depicted? How is Long Beach, California depicted? What is the same and what is different?</i></p>
	<p>Move between the slides to show illustrations from <i>Going Home</i>, <i>Coming Home</i> and <i>On My Block</i>. Facilitate a conversation with these questions: <i>What do you notice about the illustrations of Going Home Coming Home? What’s here in On My Block that adds to our understanding of Vietnam from the past two days? What’s the same, and what’s new?</i></p> <p>Add to the Learning about Vietnam chart.</p>
<p><i>Going Home, Coming Home</i> Introduction</p>	<p><i>Now we will read the Introduction to Going Home, Coming Home.</i> Read the introduction. Explain that like Ann Phong, the author, Truong Tran, also had to leave Vietnam because of war (the “fall of Saigon”).</p> <p>Facilitate a whole group discussion. Some possible prompts include:</p> <ul style="list-style-type: none"> ● How does the author think of himself as both a Vietnamese and an American? What led to him thinking about his identity in this way? ● What are important parts of his identity? What makes you say that? ● What makes language complicated for the author? ● What does it mean that “home is not a place rooted in a country but a feeling rooted in the heart”?
<p>Key Activity 21 minutes</p>	<p><i>Today we are going to use a new routine called Chalk Talk. During Chalk Talk, we will talk about an important question.</i></p> <p><i>In a Chalk Talk, we use different ways of learning—working independently, drawing, writing, observing, and collaborating silently. Do you like to learn in any of these ways? Why? When? Turn and talk with a partner.</i></p> <p>Introduce the routine.</p> <p><i>There are different pieces of chart paper with the same question written in the center. [Indicate their locations around the room.]</i></p> <p><i>I’ll start a timer for ten minutes. During that time, each of you will write and sketch your own ideas <u>without talking</u>. You can work on any space on any of the three charts; it doesn’t matter which one.</i></p> <p><i>During the silent ten minutes, you will also look at and read other</i></p>

	<p><i>people’s ideas and then respond to them. When you see an idea that you are interested in, you can write more to add on to it, put a check mark if you agree, or put a question mark if you are not sure about it. There will be plenty of charts and writing tools for everyone to write and respond. If you have time, you can move to a different chart to see the ideas there.</i></p> <p><i>After ten minutes, I will stop you. Then you will have five minutes to read through one of the charts with a partner and talk about what you notice and wonder.</i></p> <p><i>We will come back together as a whole group to share the patterns we noticed and questions we have.</i></p> <p><i>Today’s Chalk Talk question is: From our readings so far, what does <u>home</u> mean?</i></p> <p>Answer clarifying questions about the routine, and then begin.</p>
<p>Closing 2 minutes</p>	<p><i>Today we compared the Introduction from Going Home, Coming Home with the short text by Ann Phong in On My Block. We looked closely at the illustrations to think more about Vietnam. And we wrote about and discussed key concepts using a new routine.</i></p> <p><i>As we continue in Unit 3, Chalk Talks will help us synthesize, or put all together, our thinking from texts we use.</i></p> <p>Talk about the Chalk Talk routine and how it went.</p>
<p>Standards</p>	<p>R.11.2.c Explain how specific visuals contribute to and clarify the meaning of a text.</p> <p>R.11.2.d Compare and contrast the information presented by two texts on the same topic.</p> <p>SL.1.2.b Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.</p> <p>L.4.2.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p><i>Boston Standards</i></p> <p>SEL. Self Awareness</p> <p>SEL. Social Awareness</p>

Unit 3: Connecting Places, Connecting People



WEEK 1 Day 4

Text Talk
“Meet Young Immigrants” (informational text)

Big Ideas	<p>Every place has many stories.</p> <p>People and places around the world are linked.</p> <p>Different perspectives offer opportunities for understanding and inspiration.</p> <p>Individuals and communities shape each other.</p>
Weekly Question	What helps us understand a place?
Content Objectives	<p>I can read to find out information from an autobiographical text. (R.4.2)</p> <p>On a map of the world, I can locate the continents, regions, or countries that people travel to and why they might travel from place to place. (2.T2.1, 2.T2.2, 2T3.1)</p>
Language Objective	Through discussion with my peers, I can demonstrate my understanding of important unit concepts, adding to the ideas from previous days. (SL.2.1b)
Vocabulary	<p>celebrate: to make special or to honor</p> <p>green card: an official paper allowing a person from a foreign country to work in the United States</p> <p>home: a place where someone feels connected and comfortable</p> <p>ice-skating rink: an enclosed area with a floor covered in frozen water</p> <p>* identity: all of the parts that communicate how a person or thing is known</p> <p>* immigrant: someone who comes from one place to settle in another place</p> <p>route: a road or way to travel from one place to another</p> <p>Skype: an application (app) for video phone calls</p> <p>suburban: having to do with communities near but outside of the city</p>

	transportation: a way to move or carry things from one place to another
Materials and Preparation	<ul style="list-style-type: none"> ● “Meet Young Immigrants: Asya”, one copy per child Note: The child’s name is pronounced Ah-see-ya. ● Meet Young Immigrants: Asya ● projector Set up the projector with chart paper or whiteboard so that the projected text can be annotated during the lesson. ● clipboards and pencils ● world map ● pushpins (at least 7) ● two pieces of string or yarn, each two to three feet long Prepare the world map by placing a pin in Ho Chi Minh City, Vietnam and a pin in Maine and connecting the two with one piece of string. The second piece of string will be used during the lesson. ● 1 Chalk Talk chart, from Day 3
Opening 2 minutes	<p><i>We are learning about places around the world and the people who live there. We live and come to school in Maine, but many of us have connections to other places. Thumbs up if you have a connection to a place outside of Maine.</i></p> <p><i>Today we will continue mapping places around the world and naming and locating continents. We will also mark routes of travel to and from the United States.</i></p> <p><i>While we do that, we will read a text written by a young person who is an immigrant. Immigrants are people who come from another country to live in a new country. Truong Tran, the author of Going Home, Coming Home is an immigrant. He came from Vietnam to live in the United States.</i></p> <p>Briefly allow children and classroom adults to identify themselves and family members as immigrants and name from where.</p>
Mapping 8 minutes	<p>Point to the map where Vietnam has been pinned. Explain that Vietnam is in the continent of Asia, near the South China Sea, which is part of the Pacific Ocean.</p> <p><i>Let’s look at the distance from Ho Chi Minh City, in Vietnam, to Maine, in the United States. This string shows a direct route between Maine and Ho Chi Minh City that someone could travel in an airplane, the way Ami Chi travels in Going Home, Coming Home.</i></p> <p><i>Can you think of other ways that someone might travel from Vietnam to the United States? What landforms and bodies of water</i></p>

	<p><i>might that person cross?</i></p> <p><i>Let’s pin a few other countries we will be thinking about during this unit. Here is Ireland, an island in Europe. Here is Cuba, an island in North America. And here is Cape Verde, a group of islands off the coast of the continent of Africa. What do you notice about these places on the map? Turn and talk.</i></p> <p>Pin these countries as children talk. <i>We will be talking about each of these places in the next few weeks.</i></p>
<p>Text and Discussion 20 minutes</p>	<p><i>We’re going to read a short article written by a young immigrant. Asya is a 9 year old girl who came from Nikolaev, Ukraine to live in Georgia, a state in the southern part of the United States. Here is Ukraine, a country in the continent of Europe.</i></p> <p>Pin Ukraine on the map. Pin the string from Ukraine to Georgia. <i>Just like Vietnam, Ukraine is made up of many places, and people travel from Ukraine to the United States in different ways and for many different reasons.</i></p> <p><i>When we read this selection, we will find out information about Asya—how and why she came to the United States, what she likes and doesn’t like, and what she thinks about Ukraine and about the United States. As we read, we’ll annotate the text by underlining parts that we think are important.</i></p> <p>Distribute paper copies of the text, clipboards, and pencils. Project the text onto chart paper or a whiteboard.</p> <p>Read the article aloud. Pause to underline key details that help answer the following questions. Have children follow along and underline on their own sheets. Stop to explain terms as needed, such as “Orthodox Christian” and “Skype.”</p> <p><i>What was Asya’s route of travel to Georgia? What do we learn about Asya? What does she like to do? What does she like about living in the United States, and what does she like about Ukraine? According to Asya, what is the same about Ukraine and the United States? What is different?</i></p> <p>Facilitate a discussion. <i>Hold your papers and clipboards in your lap so that you can reference them as we talk. For the first part of our discussion, we will mostly be trying to recall information to make sure we</i></p>

	<p><i>understood.</i></p> <p>Ask the questions above, one at a time, to reinforce comprehension.</p> <p>Collect pencils, papers, and clipboards.</p> <p><i>Now let's infer. Remember that inferring is like reading between the lines—the text doesn't say what it means directly, but gives us hints or clues.</i></p> <p>Think, Pair, Share.</p> <p><i>First think: How does Asya view her own identity? What makes you say that?</i></p> <p><i>Then turn to your partner to talk about this.</i></p> <p>Harvest a couple of ideas from the group.</p> <p><i>Let's infer again.</i></p> <p>Think, Pair, Share.</p> <p><i>What does "home" mean to Asya? What makes you say that?</i></p> <p><i>We can add an inference about what home means to one of yesterday's Chalk Talk pages.</i></p>
<p>Closing 10 minutes</p>	<p><i>Today we spent some time looking at continents and bodies of water on the world map, locating places we will learn about during this unit, and identifying routes of travel. We also learned a bit about one young immigrant from Ukraine. We continued exploring what "home" and "identity" can mean.</i></p> <p>If time allows, show the video of Asya telling her story. Have a brief discussion of the video and how it deepens understanding of the text and unit concepts.</p>
<p>Standards</p>	<p>R.4.2 Ask and answer questions about who, what, when, where, how, and why.</p> <p>SL.1.2.b Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>2.T2.1. On a map of the world and on a globe, locate all the continents and some major physical characteristics on each continent (e.g., lakes, seas, bays, rivers and tributaries, mountains and mountain ranges, and peninsulas, deserts, plains).</p> <p>2.T2.2. On a map of the world and on a globe, locate the oceans of the world, and explain the importance of oceans and how they make the world habitable.</p> <p>2.T3.1. Investigate reasons why people migrate (move) to different places around the world, recognizing that some migration is voluntary, some</p>

	forced (e.g., refugees, people driven from their homelands, enslaved people).
Ongoing assessment	<p>Consider how children annotate and participate in discussion, using key vocabulary. Do they identify important details in the text?</p> <p>Note how children demonstrate their evolving understanding of important unit concepts. What connections do they make? How do they continue to infer about home and identity?</p>

Notes

Meet Young Immigrants: Asya's Story

Original source: "Meet Young Immigrants: Asya", teacher.scholastic.com

Hi, my name is Asya. I was born in Nickolaev, Ukraine, but I have lived most of my life in a town near Atlanta, Georgia. I moved to the United States with my parents when I was a baby. I am now in the third grade and speak both English and Russian. My brother, Tim, is in the first grade. I also have a cat named Tiger and a pet water frog named Perry. When I grow up I want to be a paleontologist, an artist, and an ice skater.

My family flew to the United States from Ukraine on an airplane. We moved from Ukraine when my father won a green card and got a job here. We lived in Michigan first and then moved to Atlanta.

Things are different in Ukraine and the United States. The holidays are different. We celebrate Christmas on January 7. Ukraine is an Orthodox Christian country, and Orthodox Christian countries follow a different calendar. It is 13 days behind the normal calendar, so we celebrate Christmas later than other parts of the world.

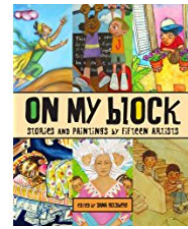
And Thanksgiving is a new tradition for us, because it is not celebrated in Ukraine. At Thanksgiving, we decorate the table and put all kinds of food on it. We celebrate together.

I have been back to Ukraine several times to visit. There is a lot more traffic in Ukraine than here. When I visited, I remember thinking, "who can forget that road, it's so crowded!" People in Ukraine use a lot of different kinds of transportation. There aren't a lot of cars, just vans and trains and buses.

When people ask me if I miss Ukraine, I say that I miss my grandmother most of all. I talk to my grandmother on Skype, and she tells me stories about her cat Buska. One day Buska caught a pigeon and brought it in the house. Buska always does funny things. My grandmother also tells me stories about the neighborhood in Ukraine where she lives.

I like living in the United States. It's clean, and I have a lot of friends here. Some of my favorite places to go are the ice-skating rink and gymnastics class. I also like to go to restaurants in New China. I love to go to the beach in Florida! I think I will go back to live in Ukraine one day. My parents will have to decide that. When I went to visit my grandmother in Ukraine, she met us at the airport with balloons in her hand. It felt like I was really at home. It felt like my real home.

Unit 3: Connecting Places, Connecting People



WEEK 1 Day 5

Text Talk
On My Block: “Joseíto’s Little Farm”

Big Ideas	<p>Every place has many stories.</p> <p>People and places around the world are linked.</p> <p>Different perspectives offer opportunities for understanding and inspiration.</p> <p>Individuals and communities shape each other.</p>
Weekly Question	What helps us understand a place?
Content Objectives	<p>I can describe the setting and its significance using key details in the text. (R.11.2.a, R.11.2.b)</p> <p>On a map of the world, I can locate the continents, regions, or countries from which people have migrated to the United States. (2.T2.1)</p> <p>I can identify reasons people move and strengths, including memories, that people bring with them when they move from one place to another. (2.T3.1, 2.T3.4)</p>
Language Objective	When participating in collaborative conversations, I can use precise language to describe the setting. (SL.1.2, L.5)
SEL Objectives	<p>I can recognize my own family’s story in the migration stories we read. (Self-awareness)</p> <p>I can show respect for the experiences of others. (Social Awareness)</p>
Vocabulary	<p>countryside: land that is away from big towns and cities</p> <p>exhibit: to show or display</p> <p>harvest: to pick or gather crops when they are ripe</p> <p>lot: a space of land</p>

	ripe: fully grown and ready for harvest or eating
Materials and Preparation	<ul style="list-style-type: none"> ● <i>On My Block: Stories and Paintings by Fifteen Artists</i>, Dana Goldberg ● <i>On My Block</i> excerpt and Images of Havana slides ● projector and screen ● world map and pushpin ● crayons, to create pairs or trios for Matching Crayons ● paper and pen, to record children’s ideas ● Weekly Question Chart
Opening 1 minute	<i>Today we will look at another selection from On My Block: Stories and Paintings by Fifteen Artists. Remember that in this text, various artists use both words and pictures to describe places that are special to them. Today we will read a personal recount by an artist named Tonel. He is from Havana, a city in Cuba.</i>
Text and Discussion 18 minutes	Point to and pin Cuba on the world map. Show slide 2. <i>Some of you already know things about Cuba; tell us your experiences with this place. You can show the “Me, too” signal if you make a connection with what you hear from a classmate.</i>
slide 2	
slides 3-5	<i>Let’s look at a few photos of Havana.</i> Show slides 3-5. <i>What do you notice? What does this make you think about? What do you wonder?</i> <i>Again, show the “Me, too” signal if you make a connection to something someone else says.</i>
slide 6	Show slide 6. <i>What do you notice on this slide?</i> <i>The city of Havana includes many different neighborhoods.</i>
<i>On My Block</i> , slide 7	Set a purpose for today’s reading. <i>As we read these pages by Tonel, we will think carefully about what the words and the illustration tell us. We’ll use details to describe the setting, and we’ll infer about why this is important to Tonel.</i> <i>First, let’s look closely at the illustration.</i> Show slide 7 and the page in the book.
	<i>What do you see?</i> <i>What makes you say that?</i>

<p><i>On My Block</i>, paragraph 1, slide 8</p>	<p>Read from the book. Stop after the first sentence to show slide 8 (adding a caption to the previous map on slide 6). Have children identify the two areas of Havana, Mariano and La Lisa.</p> <p>Continue reading through the first paragraph. Define the word “countryside.”</p> <p><i>What do we learn about Havana from this slide and illustration? How is Havana like places in Vietnam or Ukraine?</i></p>
<p><i>On My Block</i>, paragraph 2</p>	<p>Read the second paragraph, and define the word “harvest.”</p> <p><i>Let’s visualize, or make a picture in our minds, of what Tonel describes in this second paragraph.</i></p> <p>Invite a few children to describe what they have visualized.</p>
<p>slide 5</p>	<p>Group children in pairs or trios with Matching Crayons. Once children have found their partners/small groups, return to slide 5.</p> <p><i>Tonel’s text and illustration help us to visualize a memory Tonel has about Havana. The photographs we just saw also offer us information about Havana. Let’s compare them. How are this photo and Tonel’s work the same? How are they different?</i></p> <p>Give children a few minutes to talk, and then harvest a few ideas.</p>
<p><i>On My Block</i>, slide 7</p>	<p>Keep children in their pairs/trios. Return to the book and/or to slide 7.</p> <p><i>Now let’s focus on Tonel’s text and his artwork. What does Tonel value about his birthplace of Havana? How do you know this? Why do you think this is important to Tonel? What can we learn about this part of Havana through this text and illustration?</i></p>
<p>Key Discussion 15 minutes slides 9-10</p>	<p>Continue with children in their pairs/trios. Show slide 9.</p> <p><i>Here’s another piece of artwork by Tonel. It is a group of small sculptures arranged together. Talk with your group about your impressions of this artwork. What do you notice? What does this make you think about? What do you wonder?</i></p> <p>Show slide 10 (same as slide 2) for a comparison. Facilitate a whole group discussion.</p> <p><i>What do you think about the subject of this artwork [the island of Cuba]? What are your ideas about the media he used—a collection of</i></p>

	<p><i>small sculptures?</i></p> <p><i>We will explore Cuba in different ways in upcoming Text Talk lessons. What questions do you have about Cuba?</i></p> <p>Make a point of recording some questions on a piece of paper. Use these questions to guide discussion in future lessons.</p> <p><i>These questions can help guide our learning in future discussions.</i></p>
<p>Closing 1 minute</p>	<p><i>Today we thought carefully about what the words and the illustration are telling us in a personal recount. We described the setting using details from text, illustration, maps, and photographs. We inferred about why this is important to the author and illustrator, Tonel.</i></p>
<p>Weekly Question Chart 5 minutes</p>	<p>Refer to the Weekly Question Chart.</p> <p><i>This week we have been thinking about this question: What helps us understand a place?</i></p> <p>Read the chart together. Add any essential ideas that may be missing. Identify and color-code 2-3 themes that emerge. Some themes might be: People move to different places for many reasons. Images and texts give us ideas about different places. There are many immigration stories.</p> <p>Save this chart for use in Week 5.</p>
<p>Standards</p>	<p>R.11.2.a Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>R.11.2.b Compare and contrast two or more versions of the same story presented in diverse forms</p> <p>SL.1.2 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.</p> <p>2.T2.1. On a map of the world and on a globe, locate all the continents and some major physical characteristics on each continent (e.g., lakes, seas, bays, rivers and tributaries, mountains and mountain ranges, and peninsulas, deserts, plains).</p> <p>2.T3.1. Investigate reasons why people migrate (move) to different places around the world, recognizing that some migration is voluntary, some forced (e.g., refugees, people driven from their homelands, enslaved people).</p> <p>2.T3.4. Identify what individuals and families bring with them (e.g., memories, cultural traits, goods, ideas, and languages or ways of</p>

Unit 3: Connecting Places, Connecting People

WEEK 1

Stations

Station	Activities	Materials
		Writing tools at each station
Guided Independent Reading		<ul style="list-style-type: none"> individual book bags
Teacher groups: strategic small group instruction		
Listening & Speaking	Listen and Respond	<ul style="list-style-type: none"> audio recording and technology <i>Soil Erosion and How to Prevent It</i> book or slides for pages 28-29 conversation prompts
Science Literacy	What are some solid objects you can see outside your classroom? What are the physical properties of those objects?	<ul style="list-style-type: none"> Unit 3 Science and Engineering packets colored pencils
Vocabulary	Choose 3!	<ul style="list-style-type: none"> Week 8 Weekly Words cards (selected from across Unit 2) Recording sheets Choose 3! menu
	Talk About It: Take another look at a world map. Think and talk about places you might like to go, and how you might get there and back.	<ul style="list-style-type: none"> Week 1 image, 2 copies cut apart Week 1 sheets <p><i>Note: Children use vocabulary they know, rather than Weekly Words, to discuss and write about this image.</i></p>
Word Work (align skills with literacy program) Provide activity directions cards	Finding words with r-controlled vowels, using them in sentences	<ul style="list-style-type: none"> Week 1 Find Them! sheets
	Writing words, using them in sentences	<ul style="list-style-type: none"> Week 1 Look Cover Write Check sheets
Writing	Prompt from Text Talk Day 1: Responding to <i>Going Home, Coming Home</i>	<ul style="list-style-type: none"> Writing Station Response sheet

Excerpt from *Soil Erosion and How to Prevent It*, p. 28-29 Conversation Prompts: Cut apart and provide with text and audio recording.

Page 28:

What is composting?

Soil Erosion and How to Prevent It

Page 29:

What do organic farmers do?

Soil Erosion and How to Prevent It

After reading:

This text describes different ways people can help protect the soil. What is one thing that you would like to do?

Soil Erosion and How to Prevent It

I agree with you. I also think ____.

Why do you think that?

I don't think I agree with you because ____.

Name: _____

<p style="text-align: center;">Find Them! R-Controlled Vowels</p>
--

Look through your books to find words with r-controlled vowels, such as bird, her, curl. Write the words you find.

-ar	-er	-ir	-or	-ur
------------	------------	------------	------------	------------

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Skills: Know and apply grade-level phonics and word analysis skills in decoding words.

Use them in Sentences

Choose four words from the list above. Use each one in a sentence.

1. _____

2. _____

3. _____

4. _____

Name: _____

Look	Cover	Write	Check ✓
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picture	<hr/> <hr/> <hr/>	
learn	<hr/> <hr/> <hr/>	
earth	<hr/> <hr/> <hr/>	
father	<hr/> <hr/> <hr/>	
mother	<hr/> <hr/> <hr/>	
brother	<hr/> <hr/> <hr/>	

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

Use it in a Sentence

picture

learn

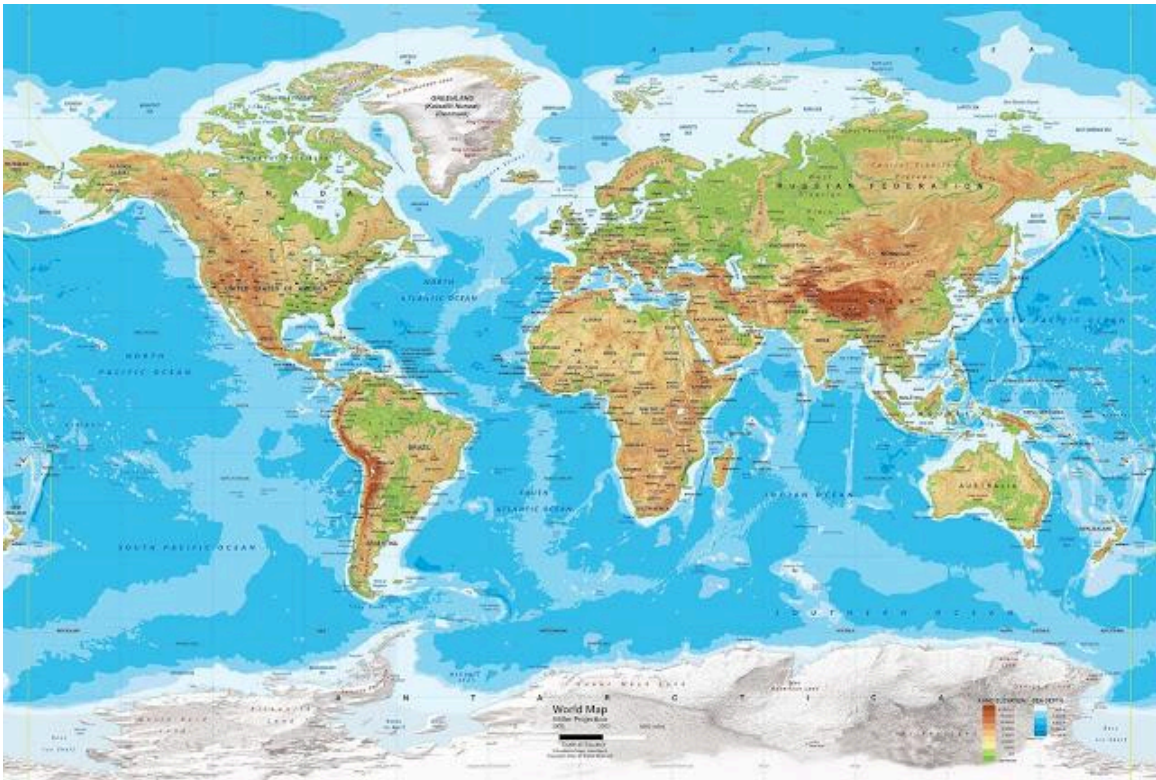
earth

father

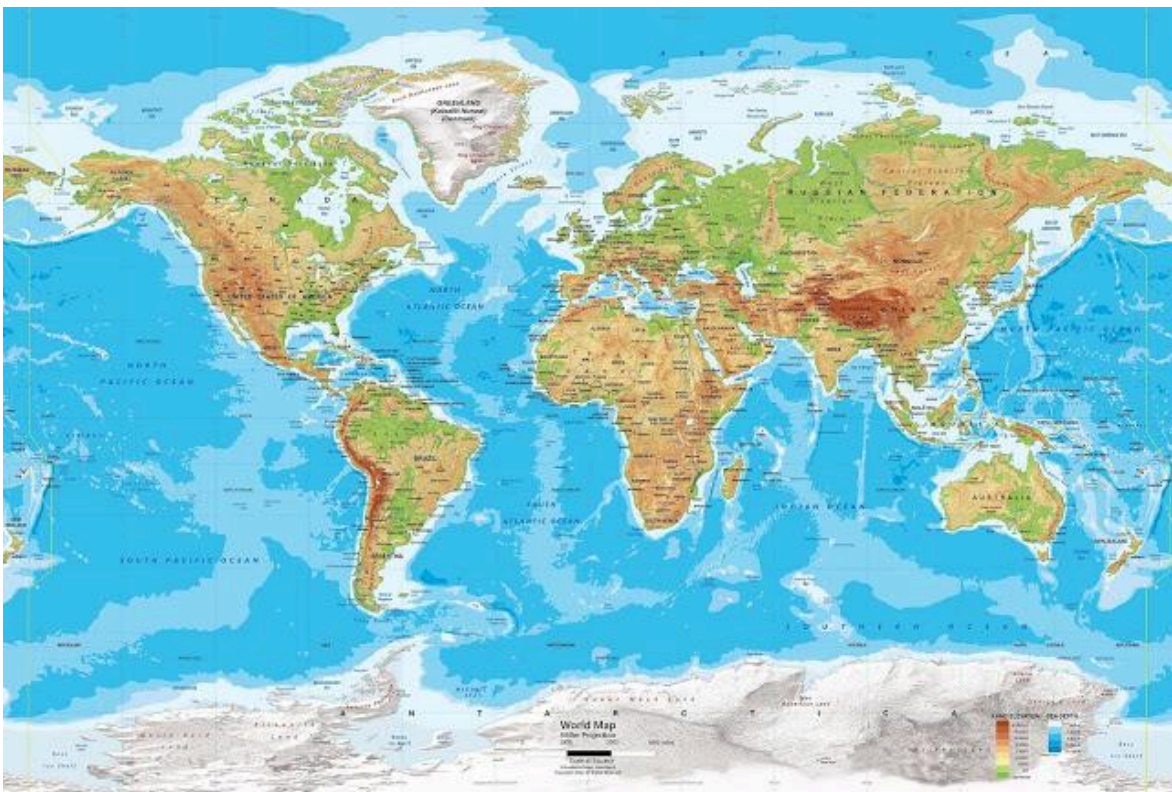
mother

brother

Talk About It



<http://geologylearn.blogspot.com/2015/09/world-map-political-and-physical.html>



<http://geologylearn.blogspot.com/2015/09/world-map-political-and-physical.html>

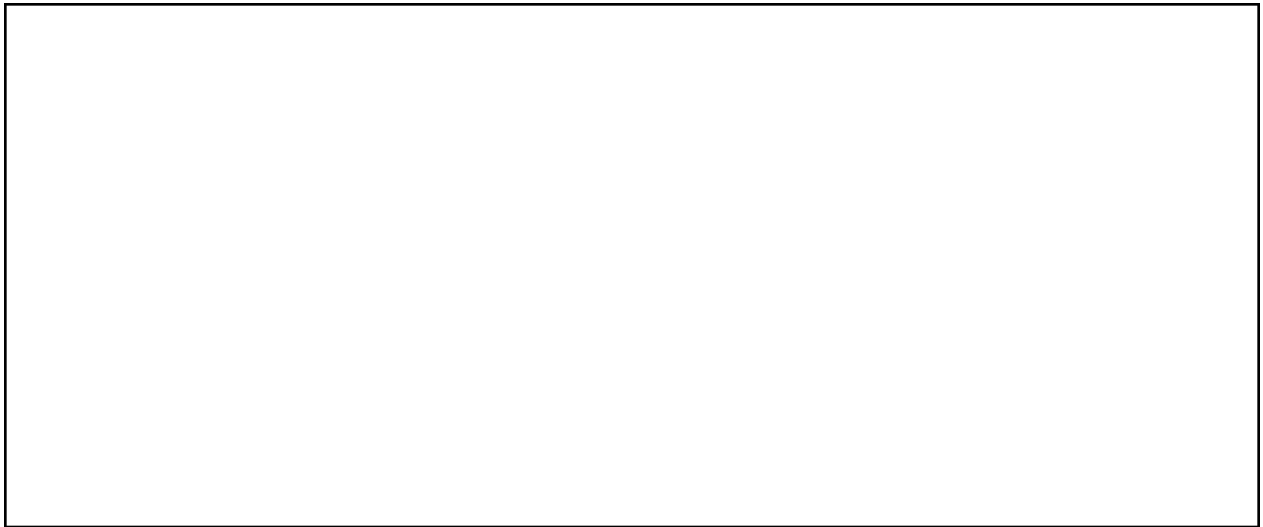
Vocabulary Station U3 W1

Talk About It

Name: _____ Date: _____

Take another look at a world map. Think and talk about places you might like to go, and how you might get there and back.

Look carefully at the image. **Talk** with your partner, **draw and write** about your ideas, and then **share** your writing. Use important vocabulary words as you talk and write. **Circle** the important words you use.



Writing Station Response: *Going Home, Coming Home*

Name: _____ Date: _____

How has Ami Chi changed over the course of the story?

Unit 3: Connecting Places, Connecting People

WEEK 1 Lesson 1

Science and Engineering: Physical Science

Matter and Its Interactions: States of Matter

S & E Big Ideas	Matter can change from one state to another. Some changes of matter are reversible, some are not.
S & E Guiding Question	What is matter?
Content Objective	I can use evidence to support a claim about whether a material is a solid, a liquid, or a gas. (Practice 7, 2-PS1-1)
Language Objective	I can describe and name examples of solids, liquids, and gases. (L.6)
Vocabulary	gas: state of matter that expands to fill any space and is often difficult to see liquid: state of matter that flows and adopts the shape of its container matter: everything that has weight and takes up space solid: state of matter that has and keeps its own shape state: the form in which matter exists: liquid, solid, or gas
Materials and Preparation	<ul style="list-style-type: none">● a glass of water● empty glass that has a different shape from the glass of water● a clear zip lock bag, filled with air● Science and Engineering packets● writing tools● chart paper Prepare the following States of Matter Around Us chart.

	<table border="1" data-bbox="537 205 1305 632"> <thead> <tr> <th colspan="3" data-bbox="537 205 1305 268">States of Matter Around Us</th> </tr> <tr> <th data-bbox="537 268 797 331">solid</th> <th data-bbox="797 268 1052 331">liquid</th> <th data-bbox="1052 268 1305 331">gas</th> </tr> </thead> <tbody> <tr> <td data-bbox="537 331 797 632"></td> <td data-bbox="797 331 1052 632"></td> <td data-bbox="1052 331 1305 632"></td> </tr> </tbody> </table> <p data-bbox="443 674 1162 709">On the whiteboard, write the following sentence stems:</p> <p data-bbox="537 726 1084 762">This is a _____. I think this because _____.</p> <p data-bbox="537 779 1208 814">I am not sure what this is. I notice _____ and _____.</p>	States of Matter Around Us			solid	liquid	gas			
States of Matter Around Us										
solid	liquid	gas								
<p data-bbox="201 850 334 919">Opening 9 minutes</p>	<p data-bbox="537 850 1409 997"><i>In Unit 1 we explored properties of materials, and we used what we learned to design chairs. Now we will look at materials again, this time to explore how they can change when we act upon them—in other words, when we do something to them.</i></p> <p data-bbox="537 1039 1398 1186"><i>Materials come in different states. When we talked about a “state” in Unit 2, we referred to a place, such as Maine. This is a word that has different meanings depending on how it is used. In science, state means the form a material exists in.</i></p> <p data-bbox="537 1228 1393 1339"><i>Some materials are solids, some are liquids, and some are gases. These are different states. My shoe is a solid; so is this book. Solids are materials that keep their own shape.</i></p> <p data-bbox="537 1381 1406 1493"><i>The water in this glass is a liquid. Watch me pour this water from one container into another. Liquids are materials that flow and take the shape of whatever container they are in.</i></p> <p data-bbox="443 1528 800 1564">Show the bag filled with air.</p> <p data-bbox="537 1570 963 1606"><i>What material is inside this bag?</i></p> <p data-bbox="537 1612 1419 1717"><i>Air! Air is a gas. It’s a material that is all around us. It fills up its container and is usually difficult to see. Smoke is another example of a gas.</i></p> <p data-bbox="537 1759 1252 1795"><i>What other examples of a solid can you see or think of?</i></p> <p data-bbox="537 1801 1263 1837"><i>What other examples of a liquid can you see or think of?</i></p> <p data-bbox="537 1843 1235 1879"><i>What other examples of a gas can you see or think of?</i></p>									

	<p>Harvest a few examples of each state of matter, and record them on the chart. Offer examples of things that are immediately available or very familiar (chair and pants; morning beverages such as milk and coffee; the air in the classroom).</p> <p>Model using the sentence stems to make a statement and offer evidence: <i>This is a _____. I think this because _____.</i> <i>I am not sure what this is. I notice _____ and _____.</i></p> <p>Refer to established discussion prompts to support conversation, especially in the case of disagreement.</p> <p><i>Today you'll work with a partner/small group to think and talk about the materials around you and what states they are in.</i></p> <p>Show one Science and Engineering Packet, and indicate the appropriate page.</p> <p><i>Write down each material you identify in the column where it belongs: solid, liquid, or gas. What is your evidence for the state of matter you chose? How do you know? Do you and your partner agree?</i></p> <p>Model recording one example, with evidence.</p> <p>Distribute the Science and Engineering packets, and send children to their work spaces with partners or small groups.</p>
<p>Investigation 18 minutes</p>	<p>Circulate to observe, support discussion, and take notes. Encourage children to generate examples for each column, although solids will be easiest to identify.</p> <p>Suggestions for liquids include juice, tea, shampoo, oil, and milk.</p> <p>Suggestions for gas include air, steam, helium, and clouds.</p>
<p>Discussion</p>	<p><i>Discussion about this experience happens in Lesson 2.</i></p>
<p>Closing 1 minute</p>	<p><i>Today you listed examples of solids, liquids, and gases. Tomorrow we will look at your lists and talk about the properties of each of these states.</i></p>
<p>Standards and Practices</p>	<p>L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <p>2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.</p>

Ongoing assessment	Review children’s packets to note categorization trends and individual errors; consider whether these are misconceptions or language-based errors. Find examples that might be particularly helpful to highlight with the whole group.
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Notes

Unit 3: Connecting Places, Connecting People

WEEK 1 Lesson 2

Science and Engineering: Physical Science

Matter and Its Interactions: States of Matter

S & E Big Ideas	Matter can change from one state to another. Some changes of matter are reversible, some are not.
S & E Guiding Question	What is matter?
Content Objective	I can make a claim about whether a material is solid, liquid, or gas and use evidence to support my claim. (2-PS1-1, Practice 7)
Language Objective	I can use adjectives to describe the properties of solids, liquids, and gases. (L.1.2.e)
Vocabulary	gas: state of matter that expands to fill any space and is often difficult to see liquid: state of matter that flows and adopts the shape of its container matter: everything that has weight and takes up space solid: state of matter that has and keeps its own shape state: the form in which matter exists: liquid, solid, or gas
Materials and Preparation	<ul style="list-style-type: none">● Science and Engineering packets● pencils, one for each child● States of Matter slides● projector and screen● chart paper Prepare the following chart, leaving the title blank.

	<table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>solids</td> <td>liquids</td> <td>gases</td> </tr> <tr> <td>Examples</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Properties</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Definition</td> <td></td> <td></td> <td></td> </tr> </table>						solids	liquids	gases	Examples				Properties				Definition			
	solids	liquids	gases																		
Examples																					
Properties																					
Definition																					
Opening 1 minute	<i>Today we'll share the work you did yesterday. As we do, we'll describe each of the states of matter: solid, liquid, and gas.</i>																				
Discussion 26 minutes	<p>Distribute children's packets and pencils, and have them sit with their partners or small groups from the previous lesson.</p> <p><i>Take a minute to look at what you found and recorded yesterday.</i></p> <p>Invite pairs or small groups to take turns naming some of the materials recorded in their packets. As they do, add the materials to the chart in the appropriate columns, in the Examples row.</p> <p>As children will likely have generated fewer examples of gases, provide additional examples.</p> <p>In instances of disagreement about how a material is categorized, encourage children to support their claims with evidence: <i>How do you know?</i></p> <p><i>Now let's think together to understand the properties of each state. Let's look at our list of solids. How do we know that all of these examples are solids? What are the properties, or characteristics, of solids?</i></p> <p>Encourage children to use adjectives to describe the examples in each category to arrive at a list of properties. In addition, find ways to complicate children's thinking. For example, if a solid object is described as "hard," challenge children to think of a solid that is <i>not</i> hard (bread, a squishy ball, clothing).</p> <p>Record properties on the chart, and allow children time to write in their</p>																				

	<p>packets. Also write a definition for solids: “something that has and keeps its own shape”.</p> <p>Continue the discussion, considering examples and properties of first liquids and then gases. <i>How do we know these are liquids? What are properties, or characteristics, of liquids?</i></p> <p>Record properties on the class chart and allow children time to write in their packets. Also write a definition for liquids: “something that flows and takes the shape of its container.”</p> <p><i>How do we know these are gases? What are properties, or characteristics, of a gas?</i></p> <p>Record properties on the class chart and allow children time to write in their packets.</p> <p>Write and give children time to write definitions for each state. Children may challenge the idea that a gas has weight and takes up space because it cannot be seen. Acknowledge that this is a tricky idea. <i>Scientists know gases take up space and have weight; but because many gases are invisible, we can’t see them.</i></p> <p><i>We have been talking about the states of the materials that surround us—whether the materials are solid, liquid, or gas. Scientists call all that material matter. Matter is everything that has weight and takes up space.</i></p> <p>Write the title, States of Matter, at the top of the chart.</p> <p>Show the States of Matter slides. <i>These are all examples of matter, because they all have weight, and they all take up space, even if we can’t see them.</i></p> <p>Remind children that they can find images for reference in their packets.</p>
<p>Closing 3 minutes</p>	<p><i>I had a dream last night; it felt quite real! But a dream does not take up any space, and it doesn’t have any weight. It is not matter.</i></p> <p><i>Turn and talk to your partner: What else can you think of that is <u>not</u> matter?</i></p> <p>Harvest some examples, such as ideas, feelings, dreams, words, thoughts.</p>

	<i>These are things that exist and that come from inside us. They are <u>not</u> matter. But everything that surrounds us is matter, and matter exists in three different states: solid, liquid, and gas.</i>
Standards and Practices	<p>L.1.2.e Use adjectives and adverbs and choose between them depending on what is to be modified.</p> <p>2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.</p>
Ongoing assessment	<p>Reflect on the class discussions.</p> <p>What adjectives and other descriptive language are children using?</p> <p>How do children describe solids, liquids, and gases?</p> <p>What is confusing? How might these confusions be addressed?</p>

Notes

Unit 3: Connecting Places, Connecting People

WEEK 1 Studios



Representing Places

Children undertake work to communicate and learn about places that are known and places that are new.

<p>Big Ideas</p>	<p>Every place has many stories.</p> <p>We understand our own identities by thinking about where we are and where we come from.</p>
<p>Weekly Question</p>	<p>What helps us understand a place?</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● new studios prompts ● Cut apart and replace studios prompts. ● Unit 3 Observation Sheet <p><u>For the Art Studio:</u></p> <ul style="list-style-type: none"> ● pencils ● sketching or scrap paper ● white construction or drawing paper (9 x 12) ● colored construction paper, cut into quarter sheets and arranged for easy access, such as spread on a tray ● scissors ● liquid glue and/or glue sticks ● glue brushes ● tray or basket to collect paper scraps for reuse <p><u>For the Building Studio:</u></p> <ul style="list-style-type: none"> ● Kapla blocks ● blank paper ● writing tools ● Beautiful Stuff as useful for building and adding details to buildings, such as small boxes, paper tubes, ribbon, buttons

For the Discovery Studio:

- all Unit 3 texts*
- States of Matter chart from Science Lessons 1 and 2
- sticky notes (optionally, in three colors)
- writing tools

For the Math Studio:

- [Greatest of Them All](#) Recording Sheet
- Gather [Number Cards 0 – 10](#)
Remove cards that show 10.
- base-10 blocks, optional, for modeling numbers

For the Research Studio:

- all Unit 3 texts*
 - chart paper
 - writing tools
- Prepare the chart, What do we find in our new books?

What do we find in our new books?				
Places where people live and work	People doing things together	People buying or selling	Evidence of people traveling	Evidence of important relationships

* Note: It may be useful to put the Discovery and Research Studios in close proximity so that children may access Unit books for both purposes simultaneously.

For the Writing and Storytelling Studio:


- Writing and Storytelling Books
- fabric, clothespins, and other storytelling props
- writing and drawing tools


Decide which studios need particular attention, and bring those bins to the whole group.


In the Opening Basket, place the Studios Planner and a few sample materials from each studio. Include prompts, and review them, as needed, as those studios are introduced.

	<p>Have sufficient copies of the Observation Sheet on clipboards.</p> <p>Decide which day(s) to host a Thinking and Feedback meeting, and plan Studios time accordingly.</p>
<p>Opening</p>	<p><i>We are thinking about this question: “What helps us understand a place?” When you work in Studios this week, you’ll be exploring places you know well and places that are new to you. You’ll be thinking about how different kinds of information help us learn about a place.</i></p> <p>Briefly introduce each studio, emphasizing the goal of communicating ideas about the Weekly Question or other unit ideas through the tools and materials available at each studio. Remind children that they can work with the same idea in different ways across studios.</p> <p><i>In three studios—Art, Building, and Writing and Storytelling—you’ll be thinking about places you know well: the area in which you live or the area around our school. You can represent important or favorite parts of what’s in your neighborhood in different ways. It will be interesting to see if you can choose one feature of your area and represent it in different studios this week and next week. For example, near where I live, there is an empty store, and I like to imagine what kind of businesses might open there. I could make a collage showing that empty building and then write and act out a story about opening a new business there. Or I could build the building with blocks, make a map with the empty building on it, and then make a collage with the kind of business I imagine.</i></p> <p><i>In the Discovery Studio, you will continue to think about states of matter by doing a scavenger hunt through our new books for this unit. In Science and Engineering investigations you’ve been thinking about and recording examples of solids, liquids, and gases; now you can look through our books and see if you can find them in the illustrations and words. When you do, you can write them on sticky notes. We’ll add those to our class chart.</i></p> <p><i>You’ll also look at our new books in the Research Studio and record what else you find in them in this “What do we find in our new books?” chart.</i></p> <p>Read and, if needed, explain the categories on the chart.</p>

	<p>Refer to the Studios Planner. <i>What will you work on today in Studios?</i> Give children time to share their plans with a partner and to arrange to collaborate. Dismiss children to work.</p>
<p>Facilitation</p>	<p>Circulate through studios and check in with children about what they are pursuing. Refer to the Weekly Question and to studio-specific prompts and resources.</p> <p>Direct children’s attention to each other’s work. Encourage them to ask each other for help and collaboration.</p> <p>Identify a piece of work for use during Thinking and Feedback and/or for planning purposes.</p> <p>Note: In anticipation of the Our Town Project (beginning in Week 6), be sure to document and/or collect artifacts of work specific to the school neighborhood.</p>

<p style="text-align: center;">Art</p> 	<p>In my Neighborhood/My School’s Community</p> <p><u>Content Objective:</u> I can represent important and familiar places in collage.</p> <p><u>Process:</u> Children think about where they live or where their school is located and identify a building or other place that is important to them. They first make a pencil sketch of this building or place, and then recreate it, by referencing their sketches, in cut paper collage. In making a collage, children will not achieve the same level of detail possible in pencil. Rather, in considering their sketches, they will identify important features to represent by cutting or tearing and gluing colored paper pieces.</p> <p><u>Facilitation:</u> <i>What is important to you, near where you live?</i> <i>What details do you want to be sure to capture in your sketch?</i> <i>What features do you want to be sure to include in your collage?</i> <i>Will you use realistic or imaginative colors in your collage?</i></p> <p><u>Thinking and Feedback Possibilities:</u> Children might present their sketches and collages side by side and discuss challenges and successful strategies in moving from one</p>
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	<p>medium to the other.</p> <p>Children might also describe the importance of the place they have chosen to represent and collect feedback from peers about how that idea is apparent in the collage.</p> <p><u>Ongoing Assessment:</u></p> <p>How are children using the materials to communicate about a place and their feelings about that place?</p> <p>Compare children’s sketches and collages. Where do they succeed and struggle to represent these important places?</p> <p>How do children talk about the features of their neighborhood and their connections to it?</p> <p>What kinds of feedback do children offer each other?</p>
<p>Building</p> 	<p>In my Neighborhood/My School’s Community</p> <p><u>Content Objective:</u></p> <p>I can represent important places with building materials and record these structures in maps.</p> <p><u>Process:</u></p> <p>As in the Art Studio, children think where they live or where their school is located and identify a building or other place that is important to them. They build specific buildings or features (such as works of public art, buildings, etc.). They might use Beautiful Stuff in addition to Kapla blocks to add detail and personality to their constructions. As a neighborhood is defined by the streets that surround it, children create these boundaries of streets. Finally, children draw maps. These maps may vary in detail.</p> <p>Children might work collaboratively or independently.</p> <p><u>Facilitation:</u></p> <p><i>What is important to you, nearby where you live?</i></p> <p><i>What details do you want to be sure to capture in your building? Are there other materials you might use?</i></p> <p><i>What do you imagine happens here?</i></p> <p><i>Who lives here?</i></p> <p><i>What will be important to show on your map of this place?</i></p> <p><u>Thinking and Feedback Possibilities:</u></p> <p>Take photographs of the projects and project them for group discussion, alongside children’s drawn maps. In photographing the work, consider whether the most effective documentation will be from a side or aerial perspective.</p>

	<p>Revisit experiences from Unit 2 by showing photos and children’s maps side by side, promoting conversation about how maps are two-dimensional representations of three-dimensional places.</p> <p>Encourage children to talk about what feels important about the places they represent. Have collaborating children talk about how they made decisions about what was included on their building, and solicit feedback from other children about what else might be added to the representation.</p> <p><u>Ongoing Assessment:</u> Use the observation sheet to record what children are working on, what understandings and misconceptions are revealed in their work, and how they are interacting.</p> <p>How do children think about the idea of a neighborhood or community? What features seem to be most important to the children in nurturing a sense of place? How do children feel about the places they inhabit, as represented in their structures?</p>
<p>Discovery</p> 	<p>States of Matter Scavenger Hunt</p> <p><u>Content Objective:</u> I can identify states of matter.</p> <p><u>Process:</u> Children browse new Unit 3 books to find examples of each state of matter. When they do, they write and/or draw each example on a sticky note. These notes are then affixed to the class chart created during the previous days’ Science lessons. Children might also use clipboards and search around the classroom for examples.</p> <p><u>Facilitation:</u></p> <p><i>How do you know these are solid/liquid/gas? What are some words you can think of to describe something that is solid/liquid/gas? What are properties of solids/liquids/gases?</i></p> <p><u>Ongoing Assessment:</u> Use the observation sheet to record what children are working on, what understandings and misconceptions are revealed in their work, and how they are interacting.</p>

Math



Greatest of Them All (1–5)

I can compare numbers.

Process/Directions:

- The object of the game is to use digit cards to create the greatest possible number.
- Draw a card and choose where to write it on your recording sheet. Once you place a digit, it cannot be moved.
- Compare your numbers with your partner using $<$, $>$, or $=$. Encourage children to model their numbers with the Base 10 blocks to verify their answers.
- The player with the greater number in each round gets a point.

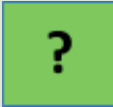
Facilitation:

*How are you making decisions about where to put the numbers?
Which number is greater/less? How do you know?
What will you do differently in the next round?*

Variation:

Children try to make the number with the least value.

Research



What do we find in our new books?

Content Objective:

I can read for specific information and record what I find.

Process:

All new Unit 3 books are available. As children browse and read, they record evidence of unit ideas in categories, by noting titles, page numbers, and examples on a class chart. Children initial the contributions they make to the chart so that they can ask each other questions and make connections.


Facilitation:

*What are you looking for? What are you finding?
What does that make you think about?*

Ongoing Assessment:

Observe children as they peruse books to understand their approach as readers. Children's initials will help keep track of their contributions to the class chart.

Read the chart as it evolves to understand what themes are emerging as important to the group, how carefully they are reading/looking at

	<p>illustrations, and what books seem to be especially intriguing. As children look at books not yet introduced to the whole group, note what interests and intrigues them and what connections they make. Use these observations in planning upcoming Text Talk lessons.</p>
<p>Writing and Storytelling</p> 	<p>What Happens In My Neighborhood/My School's Community <u>Content Objective:</u> I can tell, act out, and write and draw stories about real or imagined events in a particular setting.</p> <p><u>Process:</u> Children draw on their own environments and experiences to tell, write, and illustrate stories. They might combine stories. They also might develop stories about things they imagine happening in the places they know.</p> <p><u>Facilitation:</u> <i>What will happen in your story?</i> <i>Is your story inspired by something that really happens where you live?</i> <i>What else can you imagine?</i> <i>Who are some people you know from your community who you might include in your story?</i> <i>What do you want your audience to know about your neighborhood?</i></p> <p><u>Thinking and Feedback Possibilities:</u> Ask children to act out their stories or to read them aloud to the group. Children can offer feedback about how effective the storytellers are in communicating something important about the places they know.</p> <p><u>Ongoing Assessment:</u> Use the observation sheet to record what children are working on, what understandings and misconceptions are revealed in their work, and how they are interacting. What kinds of stories do children tell? What do children choose to communicate about places they know? What narrative structures do children use?</p>

<p>Standards</p>	<p>Some standards addressed will depend on the studios in which children work. Some possibilities include work towards those listed in the Studios Introduction (Part 1) and the following studio-specific standards.</p>
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	<p><u>Math:</u> QR.C.5 Understand place value. 2.NBT.A</p> <p><u>Research:</u> R.8.2.b Explain how various text features (e.g., headings, bold print, indexes, graphics, tables of contents, glossaries, links, icons) are used to locate key facts or information in a text efficiently.</p> <p><u>Writing and Storytelling:</u> SL.3.2.a Describe people, places, and things, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.</p>
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Notes

Art Studio

While you are working, think about:

What is important to me, near where I live?

What details are most important to capture in my sketch?

Are the colors I am using realistic or imagined? Why am I making this choice?

Building Studio

While you are working, think about:

What details do I need to include to show what's important near where I live?

What happens here? Who lives here?

What other materials could I use?

What is important to show on my map?

Discovery Studio

While you are working, think about:

What states of matter can we find around us?

How do we know if something is a solid, a liquid, or a gas?

What adjectives can we use to describe this?

Math Studio

While you are working, think about:

How are you making decisions about where to put the numbers?

Which number is greater/less? How do you know?

What will you do differently in the next round?

Research Studio

While you are working, think about:

What are we looking for? What are we finding?

What does this make us think about?

Writing and Storytelling Studio

While you are working, think about:

What will happen in my story?

What else could happen?

Who is in our story?

What is important for our audience to know about the place where the story is happening?

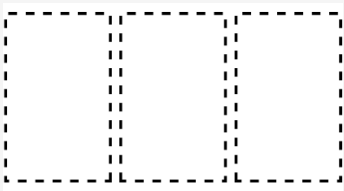
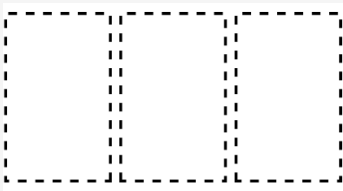
What feelings do we want the audience to have?

Greatest of Them All Stage 2 Recording Sheet

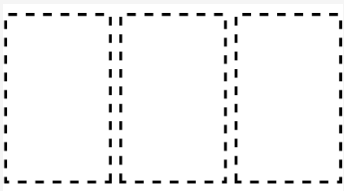
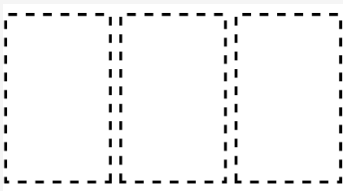
Directions:

- Partner A chooses a number card and writes the number in one of the blanks for Round 1.
- Partner B does the same.
- Repeat until each partner has a three-digit number.
- Write a comparison using $<$, $>$, or $=$.
- The partner with the greater number wins the round.



Round 1:

My Number	My Partner's Number
	
Compare using $<$, $>$, or $=$.	



Round 2:

My Number	My Partner's Number
	
Compare using $<$, $>$, or $=$.	

Round 3:



My Number	My Partner's Number
	
Compare using $<$, $>$, or $=$.	

Round 4:

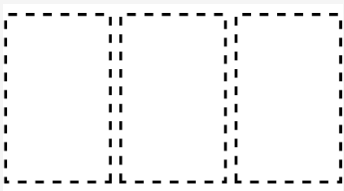

My Number	My Partner's Number
	
Compare using $<$, $>$, or $=$.	

Greatest of Them All Stage 2 Recording Sheet

Round 5:

My Number	My Partner's Number
	
Compare using $<$, $>$, or $=$.	

Round 6:

My Number	My Partner's Number
	
Compare using $<$, $>$, or $=$.	

Number Cards (0-10)

1

2

3

4

5

6

Number Cards (0-10)

7

8

9

1

2

3

Number Cards (0-10)

4

5

6

7

8

9

Number Cards (0-10)

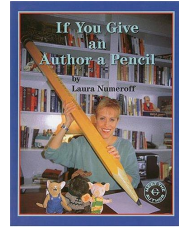
0

0

10

10

Unit 3: Connecting Places, Connecting People



WEEK 1 Day 1

Writing Autobiography

Deconstruction: Autobiography Purpose and Stages

Content Objective	I can discuss the main purpose of a text. (R.9.2.b)
Language Objective	I can recount key ideas and details from a text. (SL.2.2.a)
Vocabulary	<p>autobiography: a genre of writing whose purpose is to retell the events of the author’s life related to a particular trait, in order to inform and entertain the reader</p> <p>genre: a type of writing</p> <p>orientation: the beginning of an autobiography, where the author introduces her/himself and the trait the autobiography focuses on</p> <p>purpose: the reason for doing or creating something</p> <p>record of events: events in the author’s life that relate to the important trait</p> <p>stages: the parts of a piece of writing</p>
Materials and Preparation	<p>To become familiar with the genre and how it is taught, read Writing: Introduction to Autobiography (in the Unit 3 Introduction documents).</p> <ul style="list-style-type: none"> ● <i>If You Give an Author a Pencil</i>, Laura Numeroff ● markers ● autobiography anchor chart images: mentor texts and stages, cut apart ● chart paper <p>Prepare the following Autobiography anchor chart. Cut out the image of <i>If You Give an Author a Pencil</i>, and glue it to the chart.</p>

Autobiography

Purpose: to retell the events of the author's life and to entertain

Examples:



Stages:

- Personal Recount anchor chart, from Unit 1, Week 2, Day 2, for comparison
 - chart paper
- Prepare the following *If You Give and Author a Pencil* chart.

<u>If You Give an Author a Pencil</u>			
Orientation:			
Who	When	Where	What
Record of Events:			
Conclusion:			



Writing U3 W1 D1

	<ul style="list-style-type: none"> ● <i>If You Give an Author a Pencil</i> record of events strips, cut apart
Opening 1 minute	<i>Today we are going to begin learning about a new genre of writing called autobiography. In an autobiography, the author writes the story of their own life.</i>
Deconstruction 26 minutes	<p>Introduce the Autobiography anchor chart. <i>The purpose of autobiography is to retell the events of an author’s life and to entertain the reader. This is similar to the purpose of personal recount.</i></p> <p>Show the Personal Recount anchor chart. <i>Remember, personal recounts are written to document a sequence of events and to entertain.</i></p> <p><i>What is the same about the purposes of the two genres? [they are written to entertain; they recount or retell events]</i></p> <p><i>What is different? [autobiographies retell events <i>throughout</i> a person’s life, while personal recounts document a sequence of events for a short period of time]</i></p>
	<p>Show <i>If You Give an Author a Pencil</i>. <i>This book is called If You Give an Author a Pencil. It is Laura Numeroff’s autobiography. Laura Numeroff writes books you might know, such as If You Give a Mouse a Cookie. Here she is on the front cover.</i></p> <p>Introduce the <i>If You Give an Author a Pencil</i> chart. <i>Autobiographies begin with an orientation, just like personal recounts. In the orientation, the author introduces herself and her life.</i></p>
pages 3-6	<p>Read pages 3-6 and fill out “Who,” “When,” and “Where” in the Orientation section of the chart. See the example below.</p> <p><i>When authors write autobiographies, they choose a trait—something important about themselves—that they want to share with their readers. What is Laura Numeroff communicating about herself? Why might someone want to read her autobiography? [she is a well-known author of children’s books]</i></p> <p>Record this in the “What” part of the Orientation section of the chart.</p>

pages 7-14

*The **record of events** in autobiography are the events in the author's life that relate to her or his important trait. Laura Numeroff writes about the events from her life that show how she became a children's author and illustrator. Let's continue reading and add events to the chart.*

Read pages 7-14, adding events to the chart. See the following example.

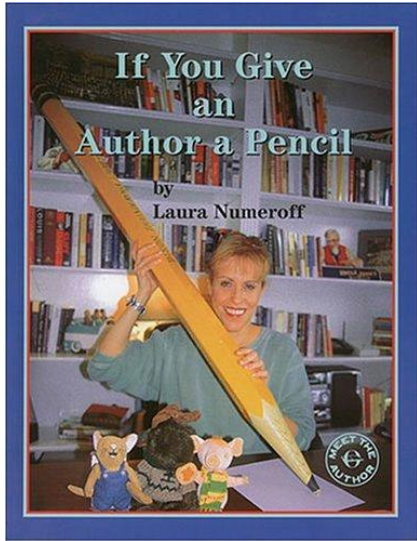
<i>If You Give an Author a Pencil</i>			
Orientation:			
Who Laura Numeroff; her family	When July 14, in the 1950s	Where Brooklyn, New York	What author and illustrator of children's books
Record of Events:			
	grew up loving to read and draw		
	started writing and illustrating stories and decided she wanted to be a writer		
	took a class at Pratt Institute called Writing and Illustrating Children's Books		
	wrote and published <i>Amy for Short</i>		
	wrote and illustrated eight books while working at other jobs		

Writing U3 W1 D1

	<div style="border: 1px solid black; width: 100%; height: 40px; background-color: #e0e0e0; margin-bottom: 5px;"></div> <div style="border: 1px solid black; width: 100%; height: 40px; background-color: #e0e0e0;"> Conclusion: </div>
Closing 3 minutes	<p>Show the Autobiography anchor chart.</p> <p><i>Today we began learning about a new genre called autobiography, which is written to retell the events of an author’s life to both inform and entertain. We also began learning about the stages of autobiographies: they begin with an orientation, followed by a record of events. Let’s add that to our chart.</i></p> <p>Add the orientation and record of events anchor chart images to the Stages section of the Autobiography anchor chart.</p> <p><i>Tomorrow we will continue reading Laura Numeroff’s autobiography and adding to our charts.</i></p> <p>Note: Leave the Autobiography anchor chart posted for continued reference and additions throughout the unit.</p>
Standards	<p>R.9.2.b Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.</p> <p>SL.2.2.a Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
Ongoing assessment	<p>Throughout the lesson, listen for and make note of children’s understanding of the purpose and stages of autobiography.</p> <p>What do children already know about the purpose of autobiography?</p> <p>What do they understand about what is the same and different between autobiography and personal recount?</p> <p>Are they able to identify the orienting information?</p> <p>Do they make connections between the events and the identified trait?</p>

Autobiography anchor chart images

mentor text



Autobiography anchor chart images

stages



orientation that introduces who the autobiography is about, when and where it happened, and naming what is important about the person (the special trait)



record of events: events in the author's life that relate to the important trait

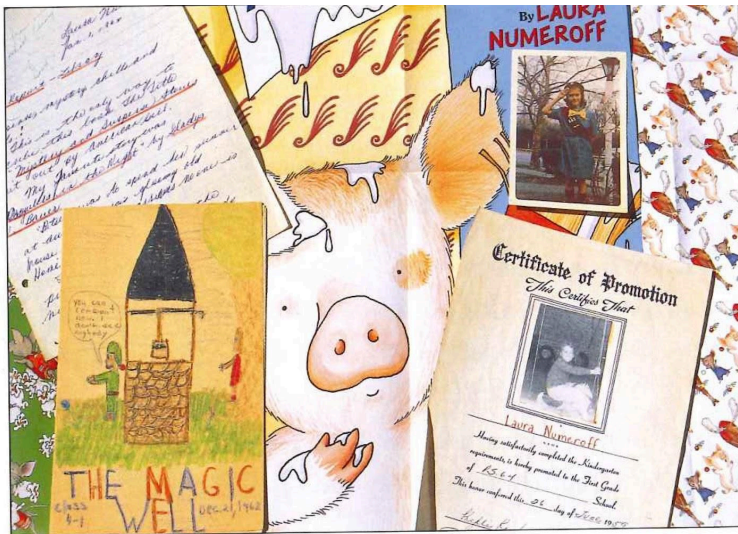
Writing U3 W1 D1

Focus on Second/ 2nd Grade for ME | Boston Public Schools Department of Early Childhood P-2/
Maine Department of Education

If You Give an Author a Pencil record of events



grew up loving to read and draw



started writing and illustrating stories and decided she wanted to be a writer

Writing U3 W1 D1



took a class at Pratt
Institute called
Writing and
Illustrating Children's
Books



wrote and published
Amy for Short

VIOLET, POPPY AND BABS
by
Laura Numeroff

Violet, Poppy and Babs were sisters.

Violet was a cook at Hank's House of Pies, Poppy a math teacher and Babs worked in a book store.

They lived in Florida in a little yellow house with a very large porch and a roof that leaked when it rained.

Violet was the eldest. She couldn't see very well, but she loved to bake. She had lots and lots of recipes written on index cards and tiny scraps of paper that she stuffed into a wicker picnic basket that her Aunt Agnes gave her.

Violet had recipes for all kinds of goodies... ^{besides} cookies with raisins and nuts, ^{besides} ^{lemon} bars with walnut pieces and her favorite, angel food cake with dark chocolate frosting and sprinkles.

"Boy, do I love to bake" she would say, mixing and stirring in the sunny kitchen.

The only problem was she couldn't read the dial on the oven, so the house was always filled with smoke.

Poppy and Babs ate Violet's cookies and cake anyway.

"Yummy" Poppy would say, wrapping the burnt parts in her napkin when Violet wasn't looking.

"Scrumptious" said Babs, pecking gently past the burnt edges.

It made Violet happy to ^{hear} her sisters enjoy her baking.

Poppy was the middle sister. She loved to knit.

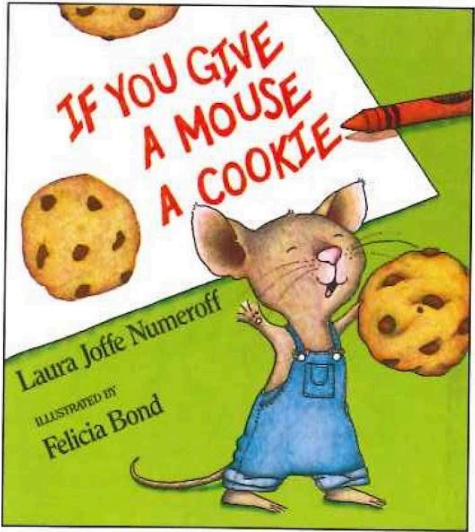
She knit vests with eleven pockets, twenty two foot scarves and striped turtle neck sweaters.

"Boy, do I love to knit" she would say, sitting on the sofa, surrounded by shopping bags full of yarn in all different colors.

She gave everything she made to Violet and Babs, except at Christmas when she knit gifts for the neighbors.

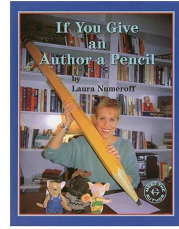
It made Poppy happy to ^{know} her sisters enjoy her knitting.

wrote and illustrated eight books while working at other jobs



wrote and published many books, including *If You Give a Mouse a Cookie*

Unit 3: Connecting Places, Connecting People



WEEK 1 Day 2

Writing Autobiography

Deconstruction: Autobiography Stages

Content Objective	I can describe the structure of autobiographies. (R.8.2.a)
Language Objective	I can recount key ideas and details from a text. (SL.2.2.a)
Vocabulary	<p>autobiography: a genre of writing whose purpose is to retell the events of the author’s life related to a particular trait, in order to inform and entertain the reader</p> <p>conclusion: the end</p> <p>purpose: the reason for doing or creating something</p> <p>stages: the parts of a piece of writing</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>If You Give an Author a Pencil</i>, Laura Numeroff ● markers ● <i>If You Give an Author a Pencil</i> chart, from Day 1 ● Autobiography anchor chart, from Day 1 ● autobiography anchor chart images: conclusion
Opening 1 minute	<p><i>Yesterday we began learning about autobiography, which is written to retell the events of the author’s life related to a particular trait, in order to both inform and entertain the reader. We found that autobiography has similarities to personal recount in its purpose and stages.</i></p> <p><i>Today we will continue learning about the stages of autobiography as we read <i>If You Give an Author a Pencil</i>.</i></p>
Deconstruction 26 minutes	<p>Review the <i>If You Give an Author a Pencil</i> chart.</p> <p>Read pages 15-23, pausing to invite children to recount key details.</p>

pages 15-23

Add the last event to the chart. See the example below.





pages 24-31


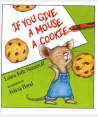
*The **conclusion** of an autobiography tells what is happening with the author now and sometimes includes a reflection on their life. Let's read the conclusion.*

Read pages 24-31. Think, Pair, Share.

Think about how Laura Numeroff concludes her autobiography. Does she tell the reader what she is doing now, or reflect on her experiences, or both?

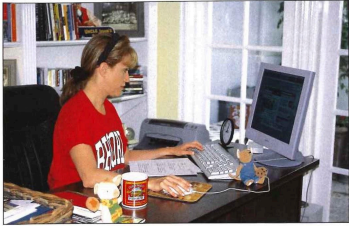
Circulate to support children's conversations. Then harvest their ideas to complete the Conclusion section of the chart. See the following example.

<i>If You Give an Author a Pencil</i>			
Orientation:			
Who Laura Numeroff; her family	When July 14, in the 1950s	Where Brooklyn, New York	What author and illustrator of children's books
Record of Events:			
	grew up loving to read and draw		
	started writing and illustrating stories and decided she wanted to be a writer		
	took a class at Pratt Institute called Writing and Illustrating Children's Books		
	wrote and published <i>Amy for Short</i>		

	<div data-bbox="500 205 1360 367">  <p>wrote and illustrated eight books while working at other jobs</p> </div> <div data-bbox="500 367 1360 525">  <p>wrote and published many books, including <i>If You Give a Mouse a Cookie</i></p> </div> <div data-bbox="500 525 1360 735"> <p>Conclusion: Now, Laura collects ideas, writes, revises her work, sends it to editors, and goes on book tours. “It makes me feel so good to know that I’m inspiring children to write and draw just as my father inspired me.”</p> </div>
<p>Closing 3 minutes</p>	<p>Show the Autobiography anchor chart.</p> <p>Add the conclusion anchor chart image to the Stages section of the chart.</p> <p><i>We learned that one of the purposes of autobiography is to be entertaining to the reader. Was If You Give an Author a Pencil entertaining to you as a reader? What made it so?</i></p> <p>Engage in a brief class discussion.</p> <p><i>Tomorrow we will read another autobiography, written in a different way.</i></p>
<p>Standards</p>	<p>R.8.2.a Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.</p> <p>SL.2.2.a Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
<p>Ongoing assessment</p>	<p>Throughout the lesson, listen for and make note of children’s understanding of the stages of autobiography.</p> <p>Which events do the children identify as important? Do they make connections between the events and the identified trait? What do the children understand about the conclusion of autobiography?</p>

Autobiography anchor chart images

stages

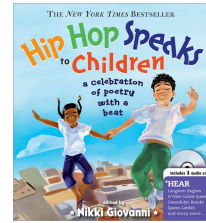


conclusion:
tells what is happening
with the author now;
sometimes includes a
reflection on their life



Unit 3: Connecting Places, Connecting People

WEEK 1 Day 3



Writing Autobiography

Deconstruction: Autobiographical Poem

Content Objective	I can identify the purpose of an autobiographical poem. (R.9.2.b)
Language Objective	I can recount key ideas and details from a text. (SL.2.2.a)
Vocabulary	<p>autobiography: a genre of writing whose purpose is to retell the events of the author’s life related to a particular trait, in order to inform and entertain the reader</p> <p>conclusion: the end</p> <p>medium: a form of communication</p> <p>orientation: the beginning of an autobiography, where the author introduces her/himself and the trait the autobiography focuses on</p> <p>purpose: the reason for doing or creating something</p> <p>repetition: saying or doing the same thing more than once</p> <p>rhyme: words with the same ending sound</p> <p>rhythm: regular, repeated beats</p> <p>stages: the parts of a piece of writing</p> <p>stanza: a group of lines</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Hip Hop Speaks to Children</i>, Nikki Giovanni Flag page 8, “Music for Fun and Profit.” ● “Music for Fun and Profit” slides ● 2 pieces of chart paper <p>At the top of one paper, write Poetry. On the other paper, prepare the following “Music for Fun and Profit” chart.</p>

	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="4" style="text-align: center; padding: 5px;"><i>“Music for Fun and Profit”</i></td> </tr> <tr> <td colspan="4" style="padding: 5px;">Orientation:</td> </tr> <tr> <td style="width: 25%; padding: 5px;">Who</td> <td style="width: 25%; padding: 5px;">When</td> <td style="width: 25%; padding: 5px;">Where</td> <td style="width: 25%; padding: 5px;">What</td> </tr> <tr> <td colspan="4" style="padding: 5px;">Record of Events:</td> </tr> <tr> <td colspan="4" style="height: 20px;"></td> </tr> <tr> <td colspan="4" style="height: 20px;"></td> </tr> <tr> <td colspan="4" style="height: 20px;"></td> </tr> <tr> <td colspan="4" style="padding: 5px;">Conclusion:</td> </tr> </table>	<i>“Music for Fun and Profit”</i>				Orientation:				Who	When	Where	What	Record of Events:																Conclusion:			
<i>“Music for Fun and Profit”</i>																																	
Orientation:																																	
Who	When	Where	What																														
Record of Events:																																	
Conclusion:																																	
<p>Opening 1 minutes</p>	<p><i>We have been learning about the purpose and stages of autobiography by reading about Laura Numeroff. Today we will listen to, read, and discuss an autobiographical poem.</i></p>																																
<p>Deconstruction 28 minutes slide 1</p>	<p>Show <i>Hip Hop Speaks to Children</i>. <i>We will be reading poems from this poetry collection, called Hip Hop Speaks to Children.</i></p> <p><i>The poem we will explore today is called “Music for Fun and Profit,” by Gary Soto. When we listen to the poem, we will hear Gary Soto reading it himself. As you listen, you may want to close your eyes. Notice what you imagine and feel as you listen to the poem.</i></p> <p>Play the track on slide 1.</p> <p>Allow the children one quiet minute to reflect on what they heard, what they imagined, and how it made them feel. Harvest the children’s ideas and record them on the Poetry chart. Use their observations and the information below to introduce poetry.</p> <p><i>Poetry is another medium, or form, writers use to communicate. Writers choose their medium based on what they want to say and how they want to say it. In Unit 2 we read some poetry: Water Rolls, Water Rises, I Know the River Loves Me, “Breakers,” and “Dunes.” So far this year we have written in different media: books, letters, captions, and posters. If You Give an Author a Pencil is a book that is written as a letter to Laura Numeroff’s readers.</i></p>																																

	<p><i>Poetry has a different effect on the reader than other media. Poems can paint a picture or give the reader strong feelings. Poems sound different than books. They have rhythm and sometimes rhyme and repetition. For the next few weeks, we are going to read and write poetry together, and you will write your autobiography in the form of a poem. We have been growing a lot as a community, and reading each other’s autobiographies will help us get to know each other even better.</i></p> <p><i>Let’s listen to this poem again. As you listen, think about what we’ve learned so far about autobiography. What is Gary Soto communicating about himself? What events from his life does he use to connect to that trait?</i></p> <p>Play the track again. Then harvest the children’s ideas about what Gary Soto communicates about himself through this poem.</p>
slide 2	<p><i>Here is what the poem looks like written on the page and illustrated. Alicia Vergos de Dios illustrated the poem. Does her illustration match what you were imagining?</i></p>
slide 3	<p>Show the “Music for Fun and Profit” chart.</p> <p><i>This poem is an autobiography. Even though it is written as a poem, it has the same stages as the autobiography written as a book, If You Give an Author a Pencil. It starts with a very short orientation: “I love music.” We know that the Who of this poem is Gary Soto, because he wrote it. We also know the What: that he loves music. This orientation does not include information about when or where it takes place. From the rest of the poem we can infer that it takes place at home and walking to school, when Gary Soto was a child.</i></p> <p>Fill in the Orientation section of the chart. See the example below.</p> <p><i>Gary includes a lot of events from his life that show that he loves music. There are some bigger categories of events, though, that we can record in the chart. For example, in the first stanza, or group of lines, he talks about making and playing instruments.</i></p>
slides 4-5	<p>Continue discussing the events of the poem and fill in the Record of Events section of the chart. See the example below.</p>
slide 6	<p><i>Remember, the conclusion of an autobiography includes information about what the writer is doing now, and/or a reflection on her or his life. How does Gary Soto conclude his poem? Let’s read</i></p>

that stanza again.

Reread and discuss the meaning of the last stanza.

*In this last stanza, Gary Soto refers back to the title of the poem: "Music for Fun and Profit." There are books with similar titles, like Inventing for Fun and Profit, written to give instructions to people about how to do different things as a hobby and as a job. As we read here, Gary Soto plays music for fun, and also makes money, or **profit**, because papi pays him to stop playing!*

Record the conclusion in the chart. See the following example.

"Music for Fun and Profit"			
Orientation:			
Who Gary Soto	When as a child	Where at home and walking to school	What loves music
Record of Events:			
made and played instruments			
whistled			
sang, slapped out a beat, whistled, and made a bass with his mouth, along to the radio			
upset his parents			
Conclusion:			
Gary keeps playing music for fun and profit.			

Closing
1 minute

Today we began learning about poetry. Over the next few weeks we will read more poems, and you will write your own poems.

Standards

R.9.2.b Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.

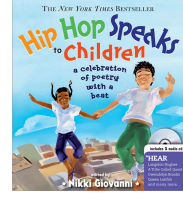
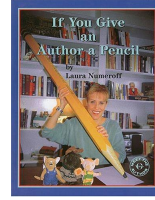
SL.2.2.a Recount or describe key ideas or details from a text read aloud or

	information presented orally or through other media.
Ongoing assessment	Throughout the lesson, listen for and make note of children's understanding of the stages of autobiography. What trait do the children identify? Which events do the children identify as important? Do they make connections between the events and the identified trait? What do the children understand about the conclusion of autobiography?

Notes

Unit 3: Connecting Places, Connecting People

WEEK 1 Day 4



Writing Autobiography

Deconstruction and Joint Construction: Verbs

Content Objective	I can list verbs that relate to the trait I want to communicate. (W.2.2.a)				
Language Objective	I can identify verbs in a text that relate to a topic. (L.5)				
Vocabulary	<p>autobiography: a genre of writing whose purpose is to retell the events of the author’s life related to a particular trait, in order to inform and entertain the reader</p> <p>conclusion: the end</p> <p>orientation: the beginning of an autobiography, where the author introduces her/himself and the trait the autobiography focuses on</p> <p>verb: a word that expresses a physical action, mental action, or state of being</p>				
Materials and Preparation	<ul style="list-style-type: none"> ● chart paper <p style="margin-left: 20px;">Prepare the following Autobiography Verbs chart.</p> <div style="margin-left: 40px; border: 1px solid black; padding: 10px; width: fit-content; margin: 10px auto;"> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="2" style="padding: 5px;">Autobiography Verbs</th> </tr> </thead> <tbody> <tr> <td style="width: 50%; padding: 10px; vertical-align: top;">Music</td> <td style="width: 50%; padding: 10px; vertical-align: top;">Writing and Drawing</td> </tr> </tbody> </table> </div> <ul style="list-style-type: none"> ● Autobiography Excerpts, one for each pair 	Autobiography Verbs		Music	Writing and Drawing
Autobiography Verbs					
Music	Writing and Drawing				

	<p>Before the lesson, assign pairs and excerpts to pairs. Note that the pairs do not have to plan to work together beyond this lesson.</p> <ul style="list-style-type: none"> ● pencils ● sticky notes, 5-10 for each pair ● clipboards or whiteboards, to use as as a writing surface, one for each pair ● autobiography anchor chart images: mentor text and language ● Autobiography anchor chart, from Day 1 Glue the image of <i>Hip Hop Speaks to Children</i> to the chart, under Examples. Under Stages, write Language. ● Autobiographical Poem Planning sheet, one copy Before the lesson, think about the trait you would like to communicate yourself. The chosen trait should be something that can be traced through your life. ● Autobiographical Poem Planning sheet Sample, for teacher reference
<p>Opening 1 minutes</p>	<p><i>We talked about verbs, words that express actions or states of being, when writing personal recounts and procedures, and today we will look at the verbs in autobiographies.</i></p>
<p>Deconstruction 17 minutes</p>	<p><i>Just like with personal recounts, the verbs in autobiographies relate to the topic and help to develop the character; in this case, the “character” is the author of the autobiography. With a partner, you will read a selection from one of our mentor texts. Read it once through, and then go back and hunt for the verbs. Write each verb that you find on a sticky note. If the same verb shows up more than once, you don’t need to rewrite it.</i></p> <p>Distribute to pairs: Autobiography Excerpts, pencils, sticky notes, and clipboards. Have the pairs spread out on the rug to work. As they work, circulate to support them. After about five minutes, bring everyone back to the group. Have the pairs who read selections from “Music for Fun and Profit” put their sticky notes on the “Music” section of the Autobiography Verbs chart, and have those who read selections from <i>If You Give an Author a Pencil</i> put their sticky notes on the “Writing and Drawing” section of the Autobiography Verbs chart.</p> <p><i>We will use this chart to help us think of verbs for our poems that relate to different topics. Let’s review the verbs we found and keep the ones that really relate to each topic.</i></p> <p>Read the verbs together. Remove any that show up more than once and any that don’t relate to the topic. See the following example.</p>

	<table border="1" style="margin: auto;"> <thead> <tr> <th colspan="2" style="text-align: center;">Autobiography Verbs</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p>Music</p> <p>twanged clapped shook whistled strummed sang slapping popped</p> </td> <td style="vertical-align: top;"> <p>Writing and Drawing</p> <p>started writing and drawing write illustrate saw started rhyming continued making up trying to imagine hear go back read change type send</p> </td> </tr> </tbody> </table> <p>Add the verbs anchor chart image to the Language section of the Autobiography anchor chart.</p>	Autobiography Verbs		<p>Music</p> <p>twanged clapped shook whistled strummed sang slapping popped</p>	<p>Writing and Drawing</p> <p>started writing and drawing write illustrate saw started rhyming continued making up trying to imagine hear go back read change type send</p>
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<p>Music</p> <p>twanged clapped shook whistled strummed sang slapping popped</p>	<p>Writing and Drawing</p> <p>started writing and drawing write illustrate saw started rhyming continued making up trying to imagine hear go back read change type send</p>				
<p>Joint Construction 10 minutes</p>	<p>Show the Autobiographical Poem Planning sheet.</p> <p><i>We will write our own autobiographical poems! This is the sheet you will use tomorrow to plan. Let's try it out together. The sheet begins with a place to plan your orientation. Remember, in the orientation you will introduce yourself. I'll provide an example for planning my own autobiography.</i></p> <p>Model filling in the Who, Where, and When sections for yourself.</p> <p><i>The What section is where I will record what I want to communicate about myself.</i></p> <p>Model filling in the What section.</p> <p><i>Just like we did today, I am going to think about some verbs that relate to being _____ [trait you chose to communicate].</i></p> <p>Enlist the children's help to list verbs related to the topic.</p> <p><i>In the Events section, I am going to fill in things that happened in my life that relate to being _____ [trait you chose to communicate]. Some things happened when I was a child, some as a youth, and some as an adult. I am going to do my best to put these events in order.</i></p> <p>Model filling in the Events.</p>				

	<p><i>For the conclusion, I can write about who I am today, or my feelings about these events.</i></p> <p>Model filling in the Conclusion.</p>
<p>Closing 2 minutes</p>	<p><i>Today we learned about the verbs in autobiography. Tomorrow you will begin writing your own autobiographical poems. Turn and talk to your partner about what you might want to communicate about yourself.</i></p> <p>Notes: Leave the Autobiography Verbs chart posted and continue to add categories and verbs from other texts, including from the children’s writing.</p> <p>Keep the model Autobiographical Poem Planning sheet to use on Week 3, Day 3.</p>
<p>Standards</p>	<p>W.2.2.a With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.</p> <p>L.5 Demonstrate understanding of word relationships and nuances in word meanings.</p>
<p>Ongoing assessment</p>	<p>Observe as the children work in pairs.</p> <p>Do they identify the verbs?</p> <p>Reflect on the whole group work.</p> <p>Do the children identify and generate verbs that relate to the topic?</p> <p>What are their confusions?</p>

Notes

Autobiography Excerpt A



When I turned nine, I started writing stories and drawing pictures to go with them. That's when I first knew I wanted to be a writer.



Autobiography Excerpt B

To support myself at that time
I had a lot of part-time jobs.
I was the worst receptionist, secretary,
and waitress. In between, though, I managed
to write and illustrate eight books.

VIOLET, POPPY AND BABS
by
Laura Numeroff

Violet, Poppy and Babs were sisters.

Violet was a cook at Hank's House of Pies, Poppy a math teacher and Babs worked in a book store.

They lived in Florida in a little yellow house with a very large porch and a roof that leaked when it rained.

Violet was the eldest. She couldn't see very well, but she loved to bake.

She had lots and lots of recipes written on ~~index cards~~ and tiny scraps of paper that she stuffed into a wicker picnic basket ~~that~~ her Aunt Agnes gave her.

Violet had recipes for all kinds of goodies... ~~coconut~~ ^{butterscotch} cookies with raisins and nuts, ~~butterscotch brownies with peanut butter frosting~~, lemon bars with walnut pieces and her favorite, angel food cake with dark chocolate frosting and sprinkles.

"Boy, do I love to bake" she would say, mixing and stirring in the sunny kitchen.

The only problem was she couldn't read the dial on the oven, so the house was always filled with smoke.

Poppy and Babs ate Violet's cookies and cake anyway.

"Yummy" Poppy would say, wrapping the burnt parts in her napkin when Violet wasn't looking.

"Scrumptious" said Babs, pecking gently past the burnt edges.

It made Violet happy to ^(know) ~~see~~ her sisters enjoy ^{ed} her baking.

Poppy was the middle sister. She loved to knit.

She knit vests with eleven pockets, twenty two foot scarves and striped turtle neck sweaters ~~with fringe~~.

"Boy, do I love to knit" she would say, sitting on the sofa, surrounded by shopping bags full of yarn in all different colors.

She gave everything she made to Violet and Babs, except at Christmas when she knit gifts for the neighbors.

It made Poppy happy to ^{know} ~~see~~ her sisters enjoy ^{ed} her knitting.

Autobiography Excerpt C

Then, on a long, boring car trip,
I got a little silly.

“What if you went to the zoo,”
I said to my friend, “and the gorilla was eating pizza?”
He laughed.

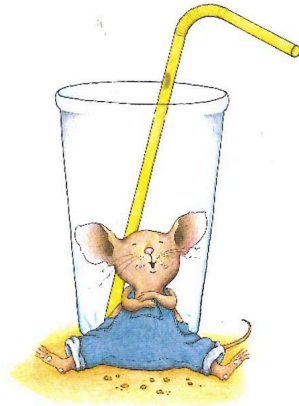
Then I said, “What if you gave a mouse a cookie?”
In my imagination I pictured a tiny mouse
nibbling on a chocolate chip cookie
(my favorite kind of cookie).

“He’d probably want some milk
to go with it,” I told my friend.

I ended up telling the whole story
from beginning to end. It’s the first time
that ever happened and it hasn’t happened since.

When I got home, I typed *If You Give a Mouse a Cookie*
on my little portable typewriter that had no “W.”
I sent my story to Harper & Row because they had published
my favorite book about a mouse, *Stuart Little*.
I loved that story because it was set in New York
where I grew up.

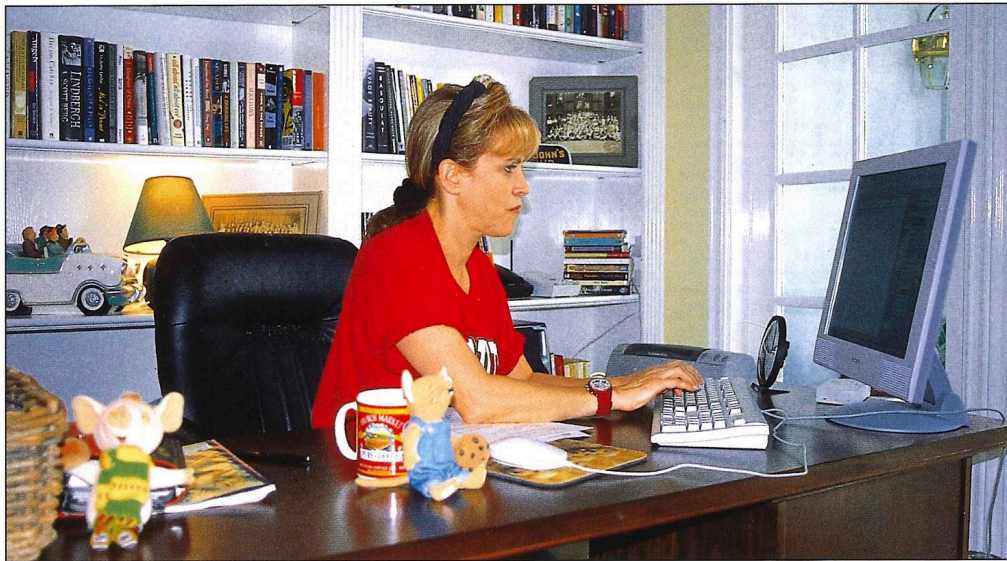
Harper & Row rejected my story.
So I sent it out again and again.
It was turned down eight more times.



Autobiography Excerpt D

I get ideas for books in many ways.
One day, I saw a Dalmatian dog and thought
it would look cute wearing red high-top sneakers.
My imagination took off and I started rhyming
in my head.

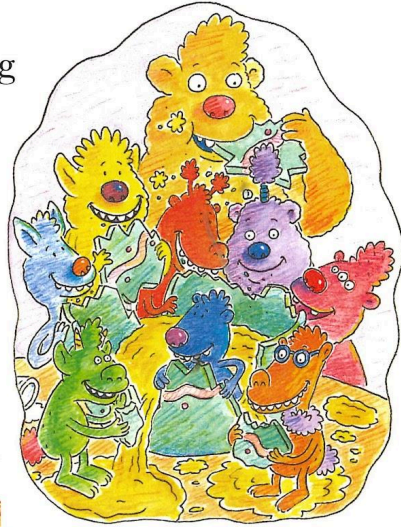
“Dogs don’t wear sneakers
and pigs don’t wear hats
and dresses look silly on Siamese cats.”



As soon as I got home, I sat down
at my computer and continued
making up the verses. It was so much fun
trying to imagine animals doing silly things
and wearing funny clothes!

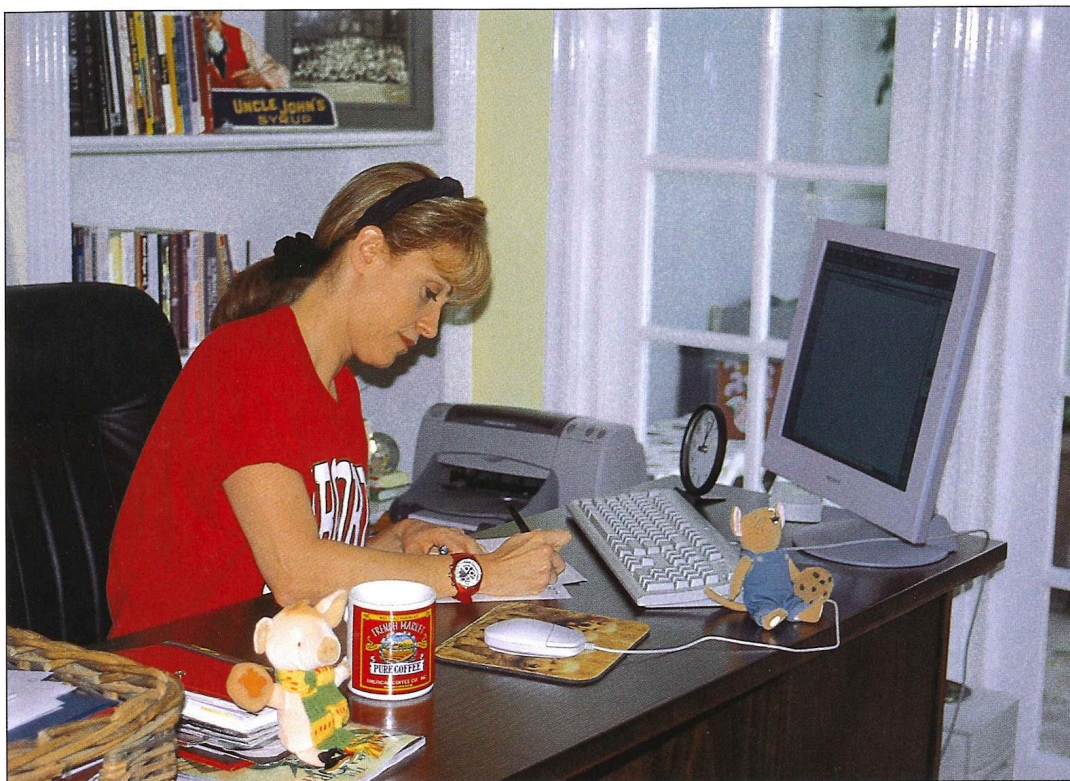
Autobiography Excerpt E

Sometimes I wake up with an idea
in the middle of the night. *Monster Munchies*
came to me like that. I wonder if I was dreaming
about monsters. I hope not!



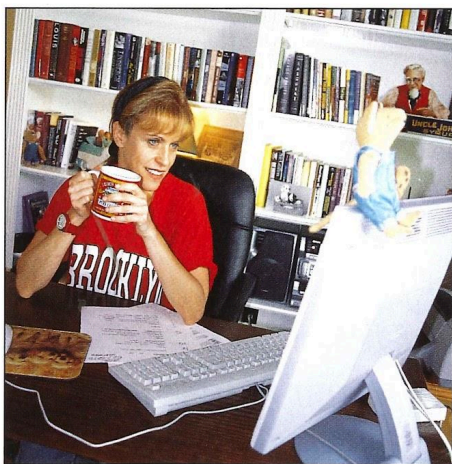
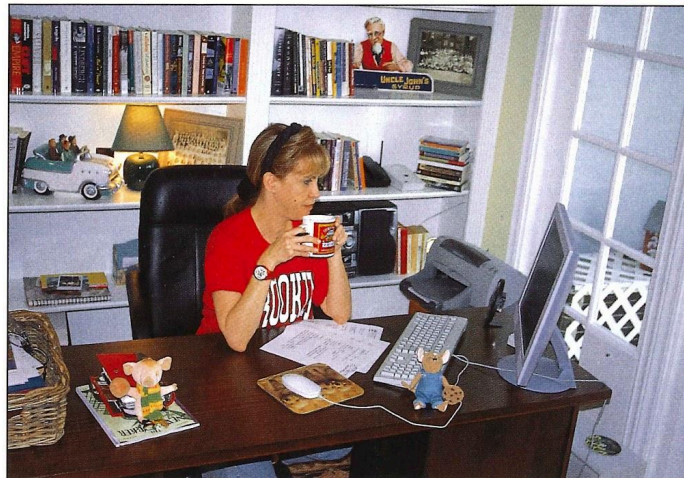
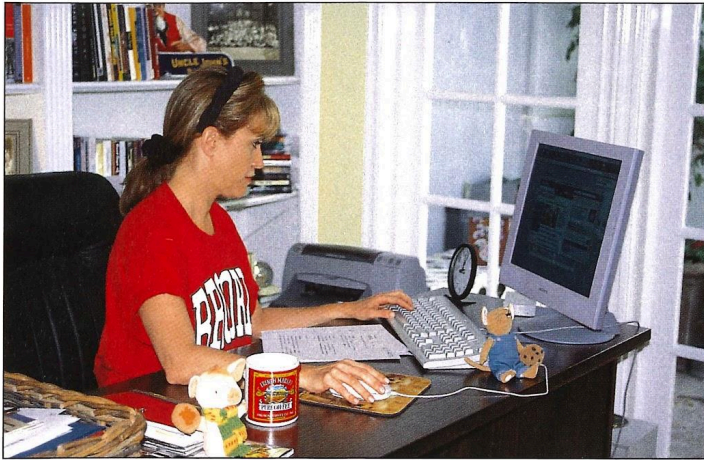
Other times I hear things that give me ideas.
I heard a mother talking about all the things
she does with her kids. That gave me the idea to write
What Mommies Do Best and *What Daddies Do Best*.

When I get an idea I immediately write it down.
It may be on the back of a napkin or on a scrap of paper.
I keep a pad in the car and in my bag beside me
all the time.

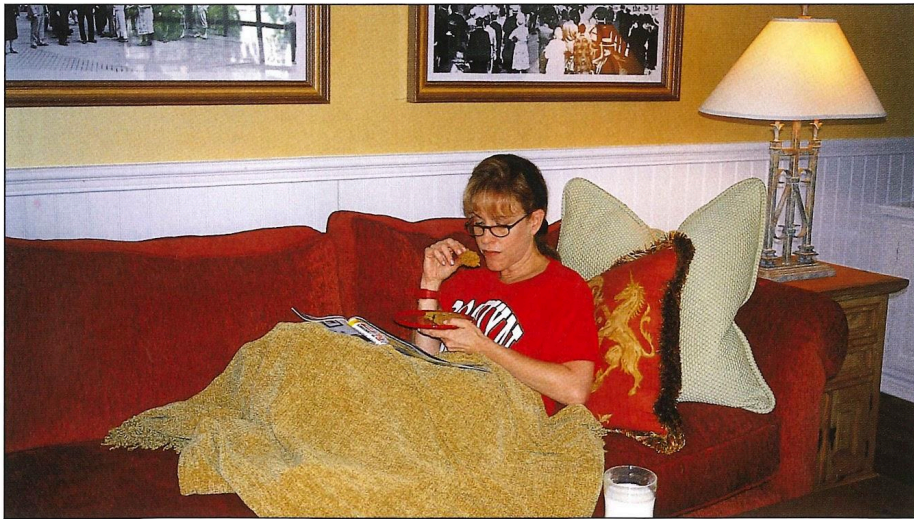


When I've completed a first draft,
I don't look at it for a few days.
When I go back to it, I read it out loud
and change the things I don't like.

Autobiography Excerpt G



I do that until I'm satisfied.
Then I type it up and send it
to an editor.



Some days I don't write at all and other days
I write for hours and hours, sometimes past midnight.

Autobiography Excerpt H

“Music for Fun and Profit” Stanza 1

Gary Soto

I love music.
I made a drum
Out of an oatmeal box
And a harmonica
Out of my comb and wax paper.
I made a flute
From a straw,
A triangle from a coat hanger,
And with rubber bands
Between my thumb
And a finger,
I twanged out
“Michael Row the Boat Ashore”
To my cousin Enrique,
Cholito behind
The bars of his crib.
With pencils,
I clapped out
“Las Mañanitas”
On pie tins
And shook maracas
Of soup cans
And a handful of BBs.

Autobiography Excerpt I

“Music for Fun and Profit” Stanza 2

Gary Soto

With my fingers
In my mouth
I whistled
“Ol’ Man River”
As I walked
To school,
Kicking through leaves
And the applause
Of cat-and-dog rain.
I made a guitar
From a shoebox
And fish line,
And strummed
“Louie Louie”
To my low-riding cat
Chato as he slunk
About the yard,
A blue bandana
Around his neck.
I sang along
To the radio,
Slapping a beat
From my thighs.
I whistled
Through my nose
And popped a bass
From my puffed-up cheek.

Autobiography Excerpt J

“Music for Fun and Profit” Stanza 3

Gary Soto

Yes, I love music,
But I upset my *papi*
When I did a drumroll
With my spoon
And fork
As the food arrived
At the kitchen table.
I *really* upset my parents
When I spent two dollars
And a bubble gum wrapper
For a kazoo,
A flute That sounds like a duck.

Autobiography Excerpt K

“Music for Fun and Profit” Stanza 4

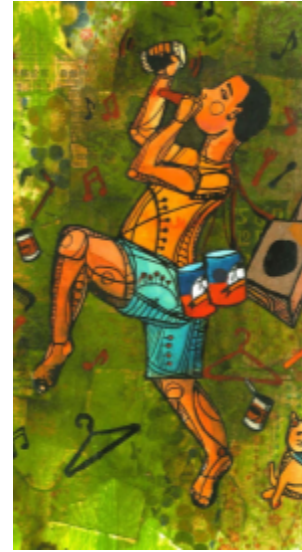
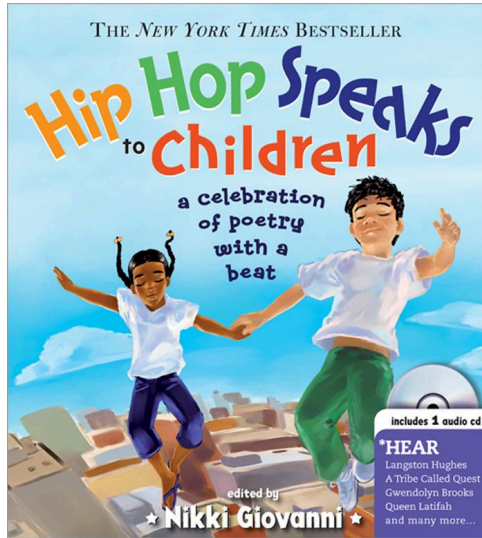
Gary Soto

Music is fun,
And it's also for profit.
Every time I bring out
My shoe-box guitar,
My oatmeal drum,
My harmonica comb
With its skirt
Of wax paper,
Or especially my kazoo,
Papi shakes his head
And growls. He rattles
His newspaper and yells
¡Por favor, cállate!
He punches his fist
Into his pocket
And brings out
A quarter or a dime,
And I run away with the music
Of money jingling
In my pocket.
Fun and profit!
Already I'm the lead singer
Of my own band.

Autobiography anchor chart images

mentor text

language



twanged

verbs that relate to the topic and develop the character

Name: _____

Date: _____

Autobiographical Poem Planning

Orientation: How will you introduce yourself?

Who?	Where?	When?	What? What trait do you want to communicate?

Verbs: What verbs can you use that relate to the trait?

--

Record of Events: What happened to make you who you are?

Events:

Conclusion: Who are you now?
How do you feel about your experiences?

--

Name: _____

Date: _____

Autobiographical Poem Planning

Orientation: How will you introduce yourself?

Who?	Where?	When?	What?
Theresa Vilcapoma	at home	as a girl	What trait do you want to communicate? I have always been musical — dancing, singing, tapping out beats, playing instruments

Verbs: What verbs can you use that relate to the trait?

dance
twirl
spin
move
shake
tap
blow
play
drum
sing
whistle

Record of Events: What happened to make you who you are?

Events:

I grew up listening to my mom play piano.

I sang at church.

I learned the tin whistle, then the saxophone at school.

I was always singing along to music, tapping along to beats, and dancing around.

When I grew up, I learned the drums and played in a band.

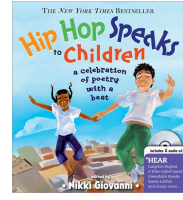
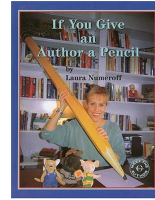
Conclusion: Who are you now?

How do you feel about your experiences?

I still love music and making music.

Learning music as a child helped me to be in a band and love music even more as an adult.

Unit 3: Connecting Places, Connecting People



WEEK 1 Day 5

Writing Autobiography

Individual Construction: Planning and Writing Autobiographical Poems

Content Objective	I can write an autobiographical poem. (W.3.2)
Language Objective	I can list verbs that relate to the trait I want to communicate. (L.1.2.d)
Vocabulary	autobiography: a genre of writing whose purpose is to retell the events of the author’s life related to a particular trait, in order to inform and entertain the reader
Materials and Preparation	<ul style="list-style-type: none"> ● “Music for Fun and Profit” slides, from Day 3 ● writing tools ● writing folders ● Autobiographical Poem Planning, from Day 4, one copy for each child ● writing notebooks or lined paper ● Autobiography Observation Tool, one copy for each child ● Sample Autobiographical Poem, for reference ● <i>Hip Hop Speaks to Children</i>, Nikki Giovanni: “Music for Fun and Profit,” Gary Soto, pages 8-9 and <i>If You Give an Author a Pencil</i>, Laura Numeroff, available for children’s reference
Opening 5 minutes slide 1	<p><i>Today you will start writing your own autobiographical poems! For inspiration, let’s listen again to “Music for Fun and Profit.”</i></p> <p>Play the track on slide 1.</p>
Individual Construction 24 minutes	<p>Send the children to their seats and distribute writing tools, folders, notebooks, and Autobiographical Poem Planning sheets. Hold up the planning sheet.</p> <p style="text-align: center;"><i>Yesterday I modeled how to use this sheet for planning your poem. Right now, each of you can fill in the What section. First, take a few</i></p>

	<p><i>minutes to think, then turn and talk to your partner. When you finish, write down what you want to communicate about yourself through your poem.</i></p> <p>Give the children several minutes to think, talk, and record.</p> <p><i>You have a choice of what you want to do next. If you're feeling inspired, you can jump right in and start writing your poem in your notebook. If you want more time to plan, you can fill in the rest of the planning sheet, like we did yesterday.</i></p> <p>As children write, circulate to support their work. Note that the children who jump into writing can use their planning sheets later to check their work, making sure they included all of the elements of autobiography.</p>
Closing 1 minute	<i>I'm so excited to read your poems! Next week you will continue to work on your poems and read and write more poems.</i>
Standards	<p>W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.</p> <p>L.1.2.d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p>
Ongoing assessment	As children write, circulate and take notes on the Autobiography Observation Tool. After Writing, gather children's notebooks. Analyze their work and note any trends that are emerging. Plan to address these trends in future lessons or when planning for revisions in Week 4.

Notes	
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Sample Autobiographical Poem

A Body Full of Music

Theresa Vilcapoma

A body full of music

As a girl, always moving
After dinner twirls and spins
Dancing to my secret song
Walking, shopping at the store
Singing, whistling with each tune
Tip-tapping hands, fingers, feet
Along to each, every beat

A body full of music

Put fingers, hands, mouth to work
Blowing air, pushing keys on
A new alto saxophone
Deep, full belly breath - release -
To hit all of the high notes
Sticks in hand hit cymbals, snare
Keep the beat while guitars blare

A body full of music

It's everywhere

Autobiography Observation Tool

Child's Name: _____

	Yes, date observed and notes	Not Yet, notes and next steps
Structure		
Orientation: introduces the poet and the trait they want to communicate		
Record of Events: events are in sequence over time and relate to the identified trait		
Conclusion: shows who the poet is today and/or reflects on life experiences		
Title: is informative (previews the topic) and enticing (draws the reader in)		

	Yes, date observed and notes	Not Yet, notes and next steps
<p>Medium: Poetry Note: Children should be experimenting with repetition, rhyme, and rhythm as they are introduced, but should not be required to use them in their final poems. Final poems should be evaluated on the intentional use of poetic devices and the effectiveness of the devices chosen.</p>		
<p>Repetition: repeats lines or sounds to emphasize a point or create an effect</p> <p>Week 2, Days 1 and 2</p>		
<p>Rhyme: creates a pattern of rhyming words</p> <p>Week 2, Days 3 and 4</p>		
<p>Rhythm: uses regular beats; creates rhythm through line breaks</p> <p>Week 2, Day 5 and Week 3, Day 1</p>		
<p>Use of Poetic Devices: uses poetic devices intentionally to communicate an idea or feeling</p>		

Language

Verbs:

uses verbs related to the topic; begins and ends with present tense verbs and uses past tense verbs to retell events

Suggestions for revisions, based on observations

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