

WEEK 8 Day 5

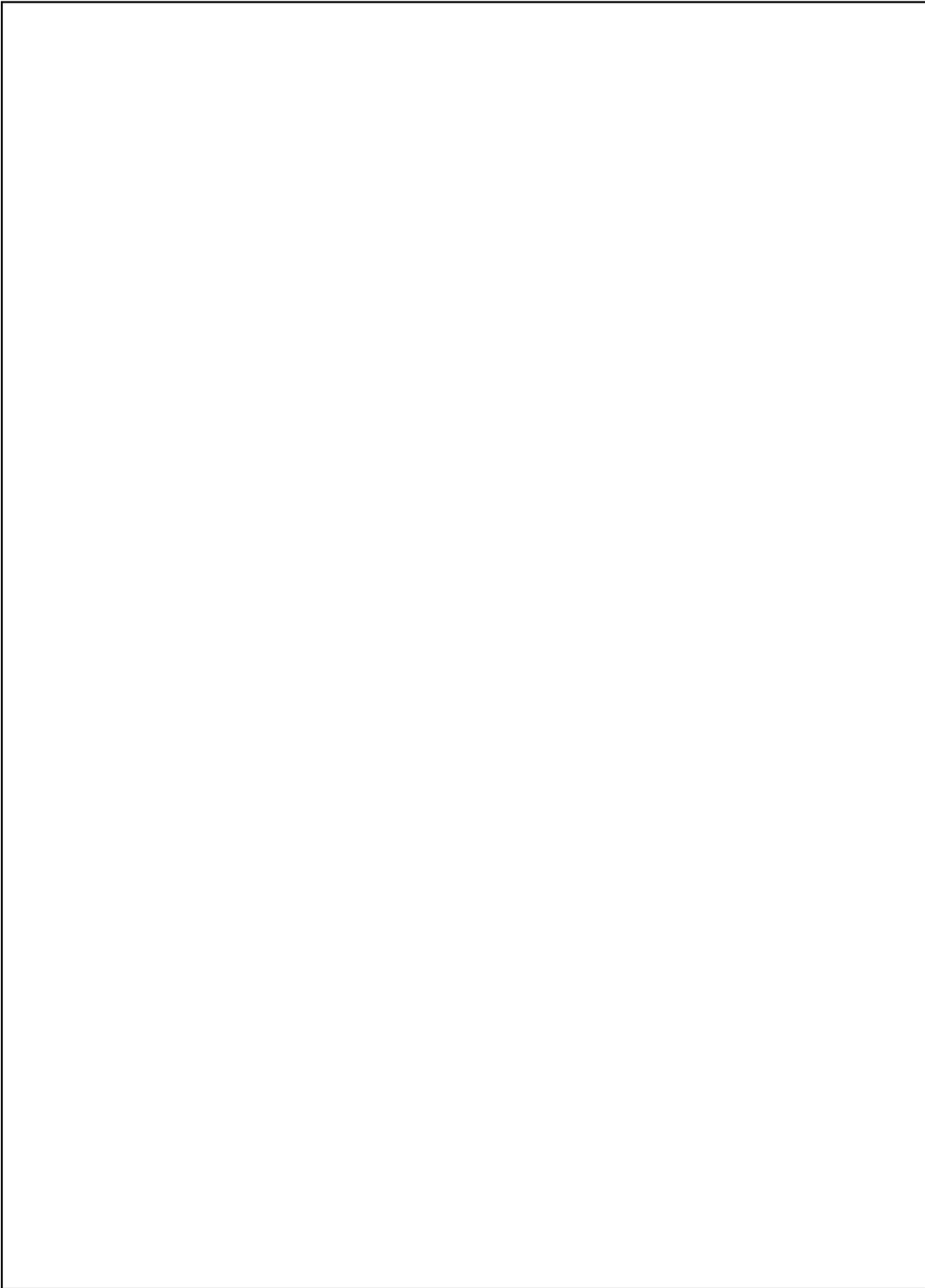
Read Aloud
Synthesis of Unit Ideas
 To review and wrap up Unit 3, children look closely at the Unit Question chart. They discuss key concepts and vocabulary from the unit.

Big Ideas	<p>The design and construction process includes imagining and being inspired, asking questions, researching, planning, creating, and improving our models. Children have time to work alone and with others.</p> <p>Construction can be defined as the creation of products, including physical structures and works of art such as stories, dances, theatrical performances, and songs. The construction process can be similar across domains.</p>
Unit Question	What processes help people construct structures, ideas, and works of art?
Guiding Questions	What suggestions do you have about constructions in Our Town to make it a fairer and more interesting place for children? What about you, and members of your community, gives you this perspective?
Content Objective	I can describe connections among ideas and identify themes related to the process of construction. (R.6.K.a, R.6.K.b)
Language Objective	I can use words and phrases related to the engineering design process in a collaborative conversation. (SL.1.K.a, L.6.K)
Materials and Preparation	<ul style="list-style-type: none"> ● Unit synthesis slides ● Unit Question chart(s) from Weeks 1-8 ● highlighters, markers, or sticky notes ● Sentence Frames for Discussion chart, from Unit 2, Week 2, Day 3 <p>Prior to the lesson, read over the Unit Question Chart(s) with children’s evolving ideas about construction and the Engineering Design Process. Pre-select one theme that emerges and mark related ideas with like-colored dots or sticky notes. For example, mark with a blue dot any ideas that capture the idea that people have different roles during construction projects. Notice other emerging themes, but do not code</p>

	<p>them in advance of the lesson.</p> <p>Post the chart(s) in the meeting area. If there are more than one, make sure that they can be viewed simultaneously.</p>
<p>Opening 1 minute</p>	<p>Introduce the task and set a purpose for the lesson.</p> <p><i>We are at the end of our third unit of study, Construction. Each week since the start of our unit, we have considered our Unit Question: What processes help people construct structures, ideas, and works of art? I have read over our chart(s) to see how our thinking has grown and changed. I've marked some ideas that are connected.</i></p> <p><i>Today, you'll look at all of our ideas about the kinds of processes that help people construct all kinds of things. We'll also look again at the Engineering Design slides to think about the process we just went through when working on Our Town projects.</i></p>
<p>Unit Question Chart 3 minutes</p>	<p><i>First, let's see if there are any new ideas we want to add to our Unit Question chart for this week based on any of the reading we did about dirt this week.</i></p> <p>Read the slides and harvest a few ideas to record on the most recent unit question chart. The texts in Week 8 largely support content for Unit 4, but children may make connections to use of materials or use of nature for inspiration for design and building.</p>
<p>Text and Discussion 8 minutes</p>	<p>Turn children's attention to the Unit Question Chart(s) from Weeks 1-7.</p> <p><i>Let's look back at some of the ideas we've had and see how we can make sense of them all together.</i></p> <p>Read the ideas previously marked as connected. Model synthesizing ideas.</p> <p><i>When I was reading the charts, I noticed these three ideas are all about people working together in order to construct something. I put blue dots next to these ideas because they are connected.</i></p> <p>Read several other ideas that are connected, without revealing a particular theme. Invite children to notice and name connections among the ideas and to select a color to attach to the theme.</p> <p><i>What is similar about all of these ideas? [e.g., All these ideas are about where inspiration for designs comes from.]</i></p> <p>Name the theme.</p> <p>Continue the same exercise to surface and name two or three important themes.</p>
<p>Key Discussion and Activity 7 minutes</p>	<p><i>Now, let's look at the Engineering Design slides again and consider: How have you gone through these steps as you've been working on Our Town?</i></p>

	<p>Slowly display each slide and invite children to briefly describe how the step and the image connects to their process with the Our Town project. Invite children to Think, Pair, Share in response to the question.</p> <p><i>What processes help people construct structures, ideas, and works of art?</i></p>
<p>Closing 1 minutes</p>	<p><i>Even though we will be starting a new unit, we will use what we have learned about construction for the rest of the year and throughout our lives!</i></p>
<p>Standards</p>	<p>R.6.K.a With prompting and support, identify characters settings and major events in a story.</p> <p>R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>L.6.K Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during the whole group conversation and Think, Pair, Share.</p> <p>Note how children are synthesizing the information learned. Are they thinking flexibly? How are they consolidating new information?</p> <p>How do children understand the Big Ideas? Do they use key unit vocabulary to discuss connections on the charts?</p> <p>How do children describe and explain processes related to construction?</p>

Notes



Read Aloud U2 W8 D5