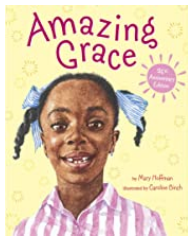
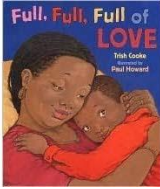


Unit 1: Our Community

WEEK 3 At a Glance

Texts



Read Aloud

Day 1: *Full, Full, Full of Love* Read 1
Day 2: *Full, Full, Full of Love*, Read 2
Day 3: *Amazing Grace*, Read 1
Day 4: *Amazing Grace*, Read 2
Day 5: *Amazing Grace*, Read 3 ; Unit Question Chart

Centers

Art Studio Table: *Not open*
Art Studio Easel: Color Mixing 3 (Days 1-5)
Blocks: Abiyoyo's Village (Days 2-5)
Dramatization: Pretending Scenes from *Amazing Grace* (Days 4-5)
Library & Listening: Book Inventory (Days 3-5)
Discovery Table: Scenes from Stories (Day 3-5)
STEM 2: Mapping Our Classroom (Days 1-5)
Writing & Drawing: Scavenger Hunt 1 (Days 2-5)

Writing: Writing Basics

Days 1 & 2: Deconstruction: Communicating through Images
Day 3: Telling Stories and Information
Days 4 & 5: Drawing Stories and Information

Phonics Program: Follow Guide

Shared Reading: "ME I AM"

Stations

Teacher groups: *Introduced in Week 4*
Reading Independent and Partner Reading
Pocket Chart: "So Nice to Be Here"
Listening & Speaking:

- Talk Time
- Listen and Respond: *Introduced in week 4*

Writing: My Neighborhood
Word Work: Sort Beginning Sounds and Letters (Day 2)

Storytelling and Story Acting: Adults and children begin acting out familiar stories.

Math: Follow Guide



full



grin



Full, Full, Full of LOVE

Trish Cooke

Illustrated by
Paul Howard



full



full



grin



grin



Vocabulary cards for *Amazing Grace*

Cut out cards and laminate, or print on card stock. Put on a metal ring to create a "word ring" that children can reference for their dramatic play, construction, or writing activities in Centers.

amazing

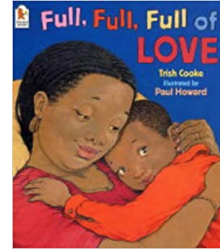


fantastic



adventure





WEEK 3 Day 1

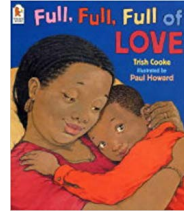
Read Aloud
Full, Full, Full of Love
 Read 1 of 2

Big Idea	Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.
Unit Question	What does it mean to be a member of a community?
Guiding Question	Why is collaboration and working together important?
Content Objectives	<p>I can retell how Grandma helps Jay Jay in the story. (R.5.K.a, R.5.K.b, Civics and Government 3)</p> <p>I can describe how the illustrations in the story add details about the characters and events. (R.1.K.a, R.11.K.c)</p>
Language Objective	I can describe the people and events in the story (SL.3.K.a).
Vocabulary	<p>full: having as much as possible</p> <p>grin: smile</p> <p>characters: the people or animals that the story is about</p> <p>setting: where and when the story takes place</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Full, Full, Full of Love</i>, by Trish Cooke Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the page that begins, “On Sunday morning...” ● <i>Full, Full, Full of Love</i> vocabulary cards ● Think, Pair, Share chart, from Week 2 <p>On the whiteboard write:</p>

	How did Grannie help Jay Jay?
Opening 1 min	<p>Introduce the text. <i>Today we are reading a realistic fiction story called Full, Full, Full of Love. Trish Cooke is the author and Paul Howard is the illustrator. Two important characters in the story are right here on the cover: Grannie and Jay Jay.</i></p> <p>Set a purpose for the read. <i>After we read today, we'll use the details from the story to retell the ways that Grandma helps Jay Jay.</i></p> <p>Refer to the whiteboard. <i>We'll answer this question: How did Grannie help Jay Jay in the story?</i></p> <p><i>We'll also use details from both the words and the illustrations to learn about the characters and the events in the story.</i></p>
Text and Discussion 10 minutes page 5	<p><i>How is Jay Jay feeling here? How do we know?</i></p> <p>Harvest a few responses. <i>He's feeling hungry and impatient!</i></p> <p><i>What does Grannie do to help him? Let's use the illustration and the words to see how Grannie helps Jay Jay.</i></p> <p>Elicit responses while directing children's attention to details in the illustration.</p>
page 17	<p><i>What does Jay Jay mean when he says, "I'm going to pop?"</i></p> <p><i>How does the illustration help you understand the meaning of this expression?</i></p> <p>Elicit responses while directing children's attention to details in the illustration and in the surrounding sentences.</p> <p>Read to the end of the story.</p>
Key Discussion 8 minutes	<p><i>Before we begin our discussion, let's go back to the part of the story where Jay Jay needs some help.</i></p> <p>Return to page 7 and reread the text.</p> <p><i>What does the illustration tell you about how Jay Jay is acting?</i></p> <p>Elicit responses while directing children's attention to details in the illustration.</p> <p><i>What do the words "struggle, juggle" tell you about how Jay Jay is acting?</i></p> <p>Harvest a few more responses.</p>

	<p>Reread the text on page 8. Then invite children to Think, Pair, Share in response to the question on the whiteboard.</p> <p><i>How did Grannie help Jay Jay in the story?</i></p> <p>Refer to the Think, Pair, Share chart to guide children through the routine. Harvest several ideas when children return their attention to the whole group, for Share.</p>
<p>Closing 1 minute</p>	<p><i>Grannie is such a special member of Jay Jay’s community! Tomorrow we’ll read this story again and think about its title, Full, Full, Full of Love.</i></p>
<p>Standards</p>	<p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</p> <p>R.11.K.a With prompting and support, describe the relationship between illustrations and the text.</p> <p>R.11.K.c With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p>SL.3.K.a Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>Civics and Government 3 Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and local laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during whole group conversation and Think, Pair, Share.</p> <p>Do children use key details when answering questions about the story?</p> <p>How do children describe the character?</p> <p>Do children use details from both illustrations and words to make meaning of the text?</p> <p>How do children participate in talk routines?</p>

Notes



WEEK 3 Day 2

Read Aloud
Full, Full, Full of Love
 Read 2 of 2

Big Ideas	Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.
Unit Question	What does it mean to be a member of a community?
Guiding Question	Why is collaboration and working together important?
Content Objectives	<p>I can explain how the author and illustrated used words and pictures to show how the family was full of love. (R.9.K.a, R.9.K.b, R.11.K.a, R.11.K.c)</p> <p>I can describe my own family’s traditions, such as gatherings around meals. (History 3)</p>
Language Objective	I can use details from text and illustrations to make meaning of unfamiliar words in the story. (L.4.K)
Vocabulary	<p>full: having as much as possible</p> <p>grin: smile</p> <p>characters: the people or animals that the story is about</p> <p>setting: where and when the story takes place</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Full, Full, Full of Love</i>, by Trish Cooke ● <i>Full, Full, Full of Love</i> vocabulary Cards ● Think, Pair, Share chart <p>On the whiteboard write: How do the author and illustrator show that the family is full of love?</p>
Opening	Introduce the text.

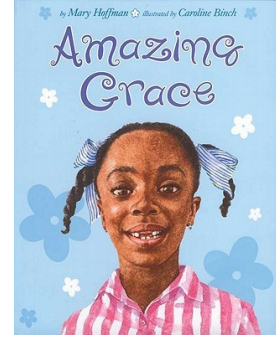
<p>1 min</p>	<p><i>Today we are going to read this book again: Full, Full, Full of Love, written by Trish Cooke and illustrated by Paul Howard.</i></p> <p>Set a purpose for the read.</p> <p><i>Today as we read the story we'll pay attention to how the author and illustrator show that the family is full of love. We'll also use details from the words and illustrations to figure out the meaning of important words and phrases. When we get to those words and phrases, you will echo me, just like we do in Shared Reading.</i></p>
<p>Text and Discussion 12 minutes page 1</p>	<p>Read the full page. Then invite children to echo the phrases in italics: <i>"Kiss, kiss. Hugs and cuddles."</i></p>
<p>page 3</p>	<p>Read the full page. Then invite children to echo the phrases in italics: <i>"Clink, clank. Clatter, clatter."</i></p> <p><i>These words represent sounds. What is making the sounds "clink" and "clatter?"</i></p> <p>Harvest a few responses and direct children's attention to supportive lines of text and illustrations.</p>
<p>page 5</p>	<p>Read the full page, then invite children to echo the phrases in italics: <i>"Splash, splish. Wiggle, wiggle."</i></p> <p><i>What do these words describe?</i></p> <p>Harvest a few responses and direct children's attention to supportive lines of text and illustrations as needed.</p>
<p>page 9</p>	<p>Read the full page, then invite children to echo the phrases in italics.</p>
<p>page 18</p>	<p>Read the full page, then invite children to echo the phrases in italics.</p> <p><i>How do the words and illustrations here show that family is full of love?</i></p> <p>Harvest several responses, then read to the end of the story.</p>
<p>Key Discussion 6 minutes</p>	<p>Invite children to Think, Pair, Share in response to the question on the whiteboard.</p> <p><i>How do the author and illustrator show that the family is full of love?</i></p> <p>During the share, invite children to share specific illustrations from the text that show how the family is full of love. Encourage them to explain their thinking using details from the text and turn to the specific pages they reference.</p> <p><i>Thumbs up if sharing a meal is a time when your family and friends</i></p>

	<p><i>show love to one another. How are your family gatherings similar or different to Jay Jay's family?</i></p> <p>Facilitate a brief discussion. This discussion can be extended into a community meeting at another time.</p>
<p>Closing 1 minute</p>	<p><i>Jay Jay has such a loving family community. Tomorrow we'll begin a new text about another family and their neighborhood community.</i></p>
<p>Standards</p>	<p>R.9.K.a With prompting and support, name the author and illustrator of a story and define the role of each in telling the texts.</p> <p>R.9.K.b With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>R.11.K.a With prompting and support, describe the relationship between illustrations and the text.</p> <p>R.11.K.c With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p>History 3 Students understand historical aspects of the uniqueness and commonality of individuals and groups, including Maine Native Americans, by explaining how individuals and families share both common and unique aspects of culture, values, and beliefs through stories, traditions, religion, celebrations, or the arts.</p> <p>L.4.K. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p>
<p>Ongoing assessment</p>	<p>Listen to children's responses during whole group conversation and Think, Pair, Share.</p> <p>Do children reference specific details in illustrations and words to explain their thinking?</p> <p>Do children demonstrate understanding of the unique roles of the author and illustrator?</p> <p>What do children share about their own family traditions?</p> <p>How do children make meaning of unfamiliar words and phrases?</p>

Notes

Unit 1: Our Community

WEEK 3 Day 3



Read Aloud
Amazing Grace, Read 1 of 3

Big Ideas	Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.
Unit Question	What does it mean to be a member of a community?
Guiding Question	How do we develop fairness, inclusivity and friendship in our community?
Content Objectives	I can use the illustrations and text to ask and answer questions about the main characters in the story. (R.4.K, R.6.K.a, R.6.K.b, R.8.K.a, R.8.K.b)
Language Objective	I can raise my hand and participate during read aloud to answer questions about key details (SL.2.K.a)
Vocabulary	amazing: very good, or wonderful fantastic: wonderful, excellent, great adventure: doing something new or interesting, like going to a new place
Materials and Preparation	<ul style="list-style-type: none">● <i>Amazing Grace</i> by Mary Hoffman● Pre-mark page numbers in the book to correspond with Read Aloud lesson● Think, Pair, Share chart● <i>Amazing Grace</i> vocabulary cards
Opening	<i>Today we are reading a story called Amazing Grace. Mary Hoffman wrote this story and Caroline Binch painted the beautiful pictures in this book. Under the title, I see a picture of a little girl. This story is all about a girl named Grace who loves stories! She especially loves to act out stories...just like many of you!</i>

	<p>Set a purpose: <i>Our book today is also a realistic fiction story like Full, Full of Love. That means it's not a true story, but it could have happened.</i></p> <p><i>Today, we are going to use pictures and information in the story to learn all about our character, Grace.</i></p>
<p>Text and Discussion</p> <p>Page 9</p> <p>This text does not have page numbers. Page 1 begins with "Grace was ..."</p>	<p>Define vocabulary: <i>Adventure</i> means an interesting trip or activity. I see Grace acting out a different activity in each of these pictures. She is acting out many different <i>adventures!</i></p> <p>Think aloud to identify main character: <i>I think that Grace is the main character because that's who the author writes about the most.</i></p> <p>Model describing character actions to identify character traits: <i>What have we learned about Grace so far?</i></p> <p><i>Let's see...[flip back to page 1]...the author said Grace loves stories. On page 1, I also see her smiling as she is listening to her Nana tell her a story!</i></p> <p><i>[flip to show illustrations on pgs 2-9] On these pages, I see Grace acting out many different adventures and on pg 9, the author said Grace loves to act out adventures.</i></p> <p><i>So far, I know the main character, Grace, loves stories and she loves acting out adventures in stories!</i></p>
<p>pages 12-13</p>	<p>Identify character trait: <i>The author wrote "Grace kept her hand up." Why do you think she kept her hand up? What does that tell you about the kind of person Grace is? [Sample answers: She doesn't give up, she thinks she can be Peter Pan]</i></p>
<p>Page 19</p>	<p>Identify character action and feeling: Turn and talk: <i>How is Grace feeling in this picture? How do you know? What was Grace thinking in this picture?</i> [re-read text to support thinking if necessary]</p> <p><i>The author said Grace thought, "I can be anything I want!" Let's repeat that together- "I can be anything I want!"</i></p>

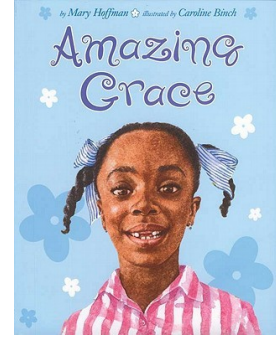
<p>page 20</p>	<p>Define vocabulary: <i>Fantastic means wonderful or excellent! Why did Natalie tell Grace she was “fantastic?” Amazing also means wonderful or excellent.</i></p>
<p>page 23</p>	<p>Interpret key detail: <i>We read before that Grace thought, “I can be anything I want!” On this page, Nana said, “If Grace put her mind to it, she can do anything she wants.”</i></p> <p><i>What do you think Nana means by that? Elicit a few ideas and model thinking as needed.</i></p>
<p>Key Discussion and Activity</p>	<p>Hold or project image from p.15 so all children can see (depending on time, you can do this activity at another time of the day).</p> <div data-bbox="544 745 1068 1249" data-label="Image"> </div> <p>Grace cheered up, then later she remembered something else. “Natalie says I can’t be Peter Pan because I’m black,” she said. Ma looked angry. But before she could speak, Nana said, “It seems Natalie is another one who don’t know nothing. You can be anything you want, Grace, if you put your mind to it.”</p> <p><i>We did a great job learning about a character today by paying attention to details in the story and in the illustrations. Let’s practice thinking about how Grace was feeling in the middle of the story by looking closely at an illustration.</i></p> <p>Think,Pair, Share: Show chart of Think, Pair, Share steps and remind children of the routine.</p> <p><i>Discussion prompt 1: What’s going on in this picture?</i></p>

	<p><i>Discussion prompt 2: Look carefully at the faces of the characters. How do you think the characters are feeling in this picture? Why are they having those feelings?</i></p> <p>[Employ visual thinking strategy; point out the different characters in the picture and encourage children to notice the character’s facial expressions as clues to their feelings]</p>
Closing	<p><i>Today, we learned all about our main character, Grace by paying attention to details in the story and in the pictures.</i></p>
Standards	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</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>R.8.K.a Identify texts that tell stories.</p> <p>R.8.K.b Identify texts that provide information.</p> <p>SL.2.K. a Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
Ongoing assessment	<ul style="list-style-type: none"> ● Listen to responses and partner discussions. Are children able to identify characters and character actions? Are children able to identify character traits? Do children refer to specific illustrations or the text to support their thinking? ● Observe children's participation behaviors. Are students raising their hands and taking turns to talk?

Notes

Unit 1: Our Community

WEEK 3 Day 4



Read Aloud
Amazing Grace, Read 2 of 3

Big Ideas	Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.
Unit Question	What does it mean to be a member of a community?
Guiding Question	How do we develop fairness, inclusivity and friendship in our community?
Content Objectives	I can ask and answer questions about the events in <i>Amazing Grace</i> . (R.4.K) I can act out a story as a way to retell the key events (R.5.K.a, R.5.K.b, R.8.K.a, R.8.K.b).
Language Objective	I can participate in a collaborative conversation with my classmates to discuss the problem and solution story (SL.1.K.a)
Vocabulary	amazing: very good, or wonderful fantastic: wonderful, excellent, great adventure: doing something new or interesting, like going to a new place
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Amazing Grace</i> by Mary Hoffman ● Pre-mark page numbers in the book to correspond with Read Aloud lesson ● <i>Amazing Grace</i> vocabulary cards ● Images of key events from the beginning (page 4-5), middle (page 14-15), and end of the book (page 21) ● Think, Pair, Share chart ● Story Elements chart

Story Elements	
<i>Amazing Grace, Mary Hoffman</i>	
Characters	Setting
Beginning	Middle
	End

Opening

Yesterday, we read the story Amazing Grace! We learned that although Grace had her feelings hurt, she didn't give up and believed in herself.

Set a purpose:
*Today, we are going to act out the story Amazing Grace as a strategy to help you understand the important events. Two words we can use to talk about what happened in a story is **problem** and **solution**.*

*A **problem** is a problem that the main character has in the story. The **solution** is how the problem in the story was fixed, or solved. As we are reading and acting out the story today, think carefully- what is the problem in the story and how does the problem get fixed, or solved?*

page 1
 This text does not have page numbers. Page 1 begins with "Grace was ..."

Read through the text and act out simultaneously.
 Choose children to come to the front and be *Grace, Nana, Ma, and Grace's classmates*. Have the rest of the children sit in a circle and encourage the children to act out the scenes as they happen in the read.

pages 12-13

Select new children to act out the part of Grace, Nana, and Ma for the middle of the story :

*It's important in our class community to take turns.
 Thank you ___ and ___ for helping us act out the beginning of the story!*

How should Grace's face look when the children in her class community tell her she can't be Peter Pan because she is a girl and she is black? What kind of feeling is Grace feeling here?

page 18-19

Select new children to act out the part of Grace for the end of the story:

	<p><i>It's important in our class community to take turns. Thank you ___ and ___ for helping us act out the middle of the story!</i></p> <p><i>How is Grace feeling now in the story? How should our Grace actor make his/her body look? How do you know Grace isn't feeling sad anymore? Why do you think she feels better now?</i></p> <p>Ask children to defend thinking by explaining how they used the text and illustration to support their idea.</p>
<p>Key Discussion and Activity</p>	<p><i>I have some images from the book. Can you quickly help me organize them onto this chart [display labeled chart] that says 'beginning,' 'middle' and 'end'? Have students come to the chart to place images in the correct place on the chart, and guide as needed to keep this portion of the lesson brief.</i></p> <p>Think,Pair, Share:</p> <p>Discussion prompt 1: <i>Which one of these images shows the problem in the story? What was Grace's problem?</i></p> <p>Call on a few pairs to share out their responses to the whole group. [Circle the image showing Grace feeling sad and label that image "problem." Affirm children's thinking by saying, <i>So I'm hearing that Grace's problem was...</i>]</p> <p>Discussion prompt 2: <i>Which one of these images show the solution to the problem? How did Nana help solve the problem?</i></p> <p>Call on a few pairs to share out their responses to the whole group. [Circle the images showing Nana taking Grace to the ballet and Grace playing the part of Juliet, thinking she can be anything she wants, and label that image "solution";]</p>
<p>Closing</p>	<p>Reinforce strong partner talk behaviors. Highlight partnerships who showed strong partner-talk behaviors.</p>
<p>Standards</p>	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how. R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how. R.5.K.b Retell key details of text with prompting and support, including the main topic. R.8.K.a Identify texts that tell stories. R.8.K.b Identify texts that provide information.</p>

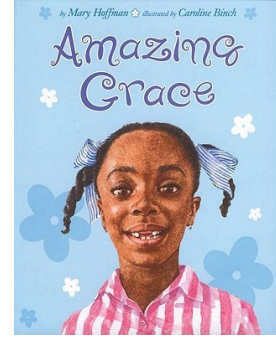
	SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.
Ongoing assessment	<ul style="list-style-type: none">• Listen to responses and partner discussions. Are children able to identify characters and character actions? Are children able to identify character traits? Do children refer to specific illustrations or the text to support their thinking?• Observe children's participation behaviors. Are students raising their hands and taking turns to talk?

Notes

Read Aloud U1 W3 Day 4

Unit 1: Our Community

WEEK 3 Day 5



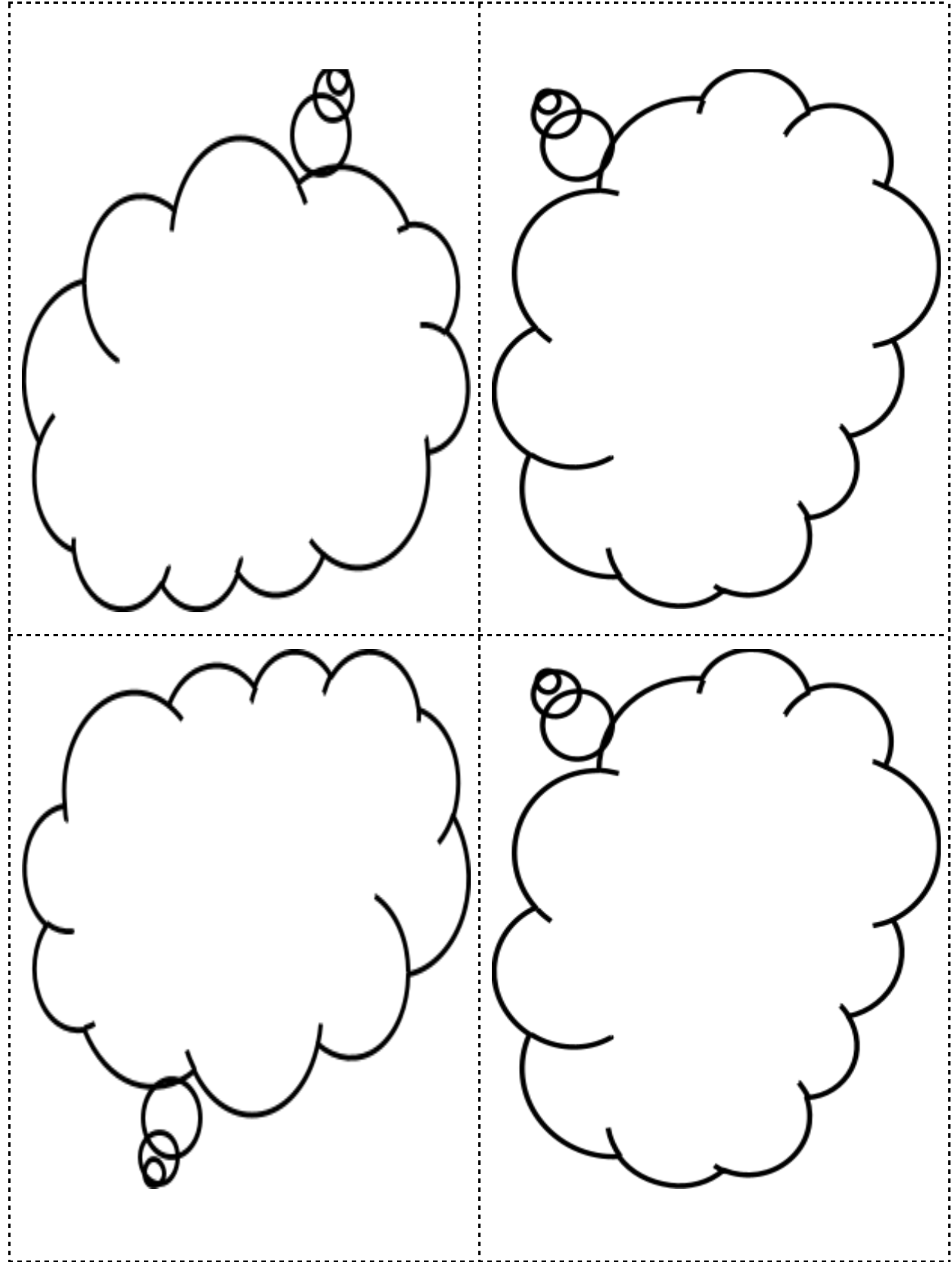
Read Aloud
Amazing Grace, Read 3 of 3

Big Ideas	Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.
Unit Question	What does it mean to be a member of a community?
Guiding Question	How do we develop fairness, inclusivity and friendship in our community?
Content Objectives	I can describe character feelings by adding thought bubbles to illustrations. (W.3.K.b, R.4.K) I can explain how to be a caring member of my community by referring to details from a story. (Civics and Government 3)
Language Objective	I can participate in a collaborative conversation with my classmates to discuss what the characters might be thinking in the story (SL.1.K.a)
Vocabulary	amazing: very good, or wonderful fantastic: wonderful, excellent, great adventure: doing something new or interesting, like going to a new place
Materials and Preparation	<ul style="list-style-type: none">● <i>Amazing Grace</i> by Mary Hoffman● cut out thought bubbles to add to images● markers● tape (for thought bubbles)● Complete Story Elements chart with images taped onto chart● Unit Question Chart

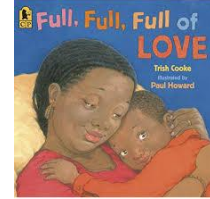
<p>Opening</p>	<p><i>We know this book pretty well now! Let’s review our Story Elements chart. Give a brief summary of the story, highlighting the problem and solution and pointing to images on the chart.</i></p> <p>Set a purpose: <i>Today we are going to think about what the characters may be thinking in some of the illustrations. The illustrations and words in the story can help us understand how our characters feel. Then, we’re going to think about what the story of Amazing Grace teaches us about how we should act towards other classmates at the Drama Center.</i></p>
<p>pages 1-11 This text does not have page numbers. Page 1 begins with “Grace was ...”</p>	<p>On the third read, picture walk through the first few pages and orally recap pages 1-11.</p>
<p>pages 12-13</p>	<p>Begin reading on page 12.</p> <p>Reinforce unit connections: <i>What kind of community members are Raj and Natalie being? Elicit ideas and model thinking as needed.</i></p> <p><i>That’s right- they are not being caring members of their community in the beginning.</i></p>
<p>page 14</p>	<p>Model adding thought bubbles to illustration: <i>Hmm, the author wrote that Grace seemed sad and in the illustration, Grace doesn’t look as happy as before. I wonder what Grace was thinking! If I was Grace and Raj told me I can’t be Peter Pan because I’m a girl, I may be wondering.... “Is Raj right? Maybe only boys can be Peter Pan.” I’m going to add that as a thought bubble to show what might be happening in this illustration [add thought bubble with writing to image].</i></p> <p><i>In this next illustration, Grace looks very sad. She remembered that her classmate says she can’t be Peter Pan because she is black. Maybe she is thinking, “Maybe someone else should be Peter Pan.” Add thought bubble to image.</i></p> <p><i>Let’s take a look at Ma. She looks angry! What might she be thinking? Elicit children’s ideas and add thought bubble with their response and initials.</i></p>

	<p><i>What might Nana be thinking?</i> Elicit children’s ideas and add thought bubble with their response and initials.</p>
Key Discussion and Activity	<p>Shared writing to demonstrate understanding:</p> <p><i>Let’s take a look at these two illustrations</i> [show illustration on page 12-13 and 20-21].</p> <p><i>What might Grace’s classmates be thinking in this first illustration?</i> Teacher charts in thought bubble, but elicits children’s ideas. Put the child's initials next to each comment. As children share, be sure to ask: What makes you think that??</p> <p><i>What might Grace’s classmates be thinking in the illustration at the end of the story?</i> Teacher charts in thought bubble, but elicits children’s ideas. Put the child's initials next to each comment. As children share, be sure to ask: What makes you think that?</p> <p>Whole group discussion: <i>What does this book teach us about how we should treat other members of the class community?</i></p>
Unit Question Chart	<p>Refer to the Unit Question Chart. <i>We have been thinking about this question: What does it mean to be a member of a community?</i></p> <p>Invite children to share any new thinking in response to the question and add it to the chart. Some emerging ideas might include: Members of a community appreciate each other as individuals.</p>
Closing	<p>Highlight strong whole group discussion behaviors by using the word amazing to describe children’s actions.</p>
Standards	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p>W.3.K.b Use a combination of drawing and writing to communicate a topic.</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>Civics and Government 3 Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and local laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.</p>
Ongoing assessment	<ul style="list-style-type: none"> Listen to responses and partner discussions. Are children able to identify characters and character actions? Are children able to

Amazing Grace



Read Aloud U1 W3 D5



WEEK 3 Day 1

Art Studio Easel: Color Mixing 3

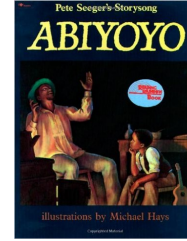
Children continue to experiment with mixing colors, adding black for mixing different shades. In doing so, children add to a collection of paints in various colors for the classroom community to share and use together. Children paint with the colors they mix.

Big Ideas	<p>Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.</p> <p>People in communities represent their experiences and traditions through artistic expression.</p>
Guiding Questions	<p>When is it important to work in a group or independently?</p> <p>How do you most effectively communicate your thoughts, ideas, feelings and traditions?</p>
Vocabulary	<p>curious: interested</p> <p>imagine: to form a picture in one’s mind</p> <p>notice: to see, to pay attention to something</p> <p>represent: to show</p> <p>creativity: the use of imagination</p> <p>tint: a shade or kind of color</p> <p>shade: a darker or lighter color than a similar one</p> <p>primary colors: yellow, blue, and red; the colors from which other colors can be made</p> <p>experiment: an activity done to make a discovery</p> <p>predict: to say what might happen in the future</p>
Materials and Preparation	<ul style="list-style-type: none"> ● easel ● tempera paints, white, red, blue, and yellow only, one set for each side of the easel (or table space) ● brushes ● large paper ● paint cups, such as small, clear plastic or glass jars, with lids ● pencils

	<ul style="list-style-type: none"> ● containers of water ● spoons ● mixing trays/palettes ● <i>Full, Full, Full of Love</i>, Trish Cooke ● a collection of books about and featuring color (see list, Week 1) ● masking tape ● markers <p>Set up the Easel as in previous weeks.</p>
Intro to Centers	<p><i>This week we are adding black paint to the easel to make new shades of colors. You might start with one primary color plus black, or you might see what happens when you add a bit of black to a color you made and saved before.</i></p> <p>Hold up the black paint.</p> <p><i>What do you think will happen when we add black to another color?</i></p> <p>Invite children to make predictions. Model mixing a little bit of red and black on a palette or in a small container, or add black to a container of paint the children mixed the previous week.</p> <p><i>Just like you did last week, you can experiment with your new colors by painting with them on paper. You might want to look for colors to inspire you in this week's Read Aloud, Full, Full, Full of Love.</i></p> <p>Demonstrate expectations for cleaning up and leaving the area.</p> <p><i>Just like last week, when you are finished using the paint, make sure the brushes are ready for the next person coming to the easel. Organizing materials is an important responsibility in Kindergarten.</i></p>
During Centers	<p>Working independently or with a partner, children continue to experiment with mixing paints. They make predictions about how adding white will affect the colors they make. Notice the colors they are making. Ask children to name their colors and suggest that they label them.</p> <p>Encourage children to take a look at <i>Full, Full, Full of Love</i> and other texts, noticing colors and thinking about how they might have been made.</p> <p>A color catalogue can be created by taking photos of color samples; children might refer to this catalogue to make favorite colors in the future.</p>
Facilitation	<ul style="list-style-type: none"> ● Of the colors you have made so far, which is your favorite? What do you like about it? ● How much black paint will you use to change the color? ● What happens to the color when you add black?

	<ul style="list-style-type: none">● What would you call the color you are making?● How are you going to make sure materials are ready for the next painter?
Standards	<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>SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>

Notes



WEEK 3 Day 2

Blocks: Abiyoyo’s Village
 Children build structures inspired by the book *Abiyoyo*.

Big Ideas	<p>Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.</p> <p>One way people in communities communicate is through stories.</p>
Guiding Questions	<p>What does it mean to be a member of a community?</p> <p>Why is collaboration and working together important?</p> <p>When is it important to work in a group or independently?</p>
Vocabulary	<p>collaborate: to work together</p> <p>communicate: to share ideas</p> <p>community: a group of people who live, work, or do things together</p> <p>build: to construct</p>
Materials and Preparation	<ul style="list-style-type: none"> ● unit blocks and other types of blocks (foam blocks, Kapla blocks, hollow blocks, snap blocks, etc.) ● props, such as figurines, toy vehicles, signs ● <i>Abiyoyo</i>, Pete Seeger <p>Place the book in the Blocks Center. Flag pages with illustrations of the village and the wall around it. Alternatively, make color copies of these pages.</p> <ul style="list-style-type: none"> ● blank paper ● writing and drawing tools ● clipboards ● trays, small rugs, or tape, for defining building spaces ● several books with community images and themes ● a collection of images of buildings and/or a set of images of various kinds of structures <p>As in other activities, some children will benefit from having visual</p>

	<p>instructions for building a wall or other types of structures.</p> <p>Bring a few blocks, <i>Abiyoyo</i>, and a clipboard with paper and pencil to the Intro to Centers.</p>
<p>Intro to Centers</p>	<p><i>You know this story very well [hold up Abiyoyo]. I wonder if you can collaborate with each other to build the village from this story in the Blocks Center.</i></p> <p>Show a couple of flagged or copied images.</p> <p><i>How might you work together to build this village? Turn and talk to a partner: What part of the village would you build? What kind of blocks would you use?</i></p> <p><i>What if you wanted to build the wall around the village? What kinds of blocks would be best for this? How many blocks do you think you would need?</i></p> <p>Ask children for suggestions for beginning to build a round wall, and follow their ideas to model.</p> <p><i>As always, there are clipboards, paper, and pencils in the center.</i></p> <p>Model sketching and writing a label for the wall.</p> <p><i>I encourage you to build in a small group. This will give you more ideas, and you can all use the space for one project.</i></p>
<p>During Centers</p>	<p>Children work with a partner or in small groups to build structures from the book. They look carefully at the images and talk together about parts of the story that connect to what they are building. After they build, children might dramatize the story using props.</p> <p>Notice what and how the children are building. How do they approach different kinds of structures? What decisions do they make about which blocks to use, and what informs them? Do children place blocks flat on the floor or build vertically? Talk with children about their decisions. Encourage them to look at the images for information and inspiration.</p> <p>Support children’s efforts to collaborate in building. Notice how they manage cooperation and collaboration, what language they use with each other, how effectively they express their ideas and listen to each other, and which children take on leadership roles while others appear less confident.</p>
<p>Facilitation</p>	<ul style="list-style-type: none"> ● What inspired you to build the structure this way? ● What did you notice about how the structures look in the illustration? How can looking closely help you with the structure you are building?

	<ul style="list-style-type: none"> ● Which blocks will you use for this kind of structure? How many? ● Would you use the same blocks for a wall that you would use for a tall building? Why? ● What do you observe (notice) about someone else’s structure that can help you with yours?
Standards	<p>SL.2.K.a Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</p> <p>R.11.K.b With prompting and support, compare and contrast the experiences of characters in two or more familiar texts.</p> <p>R.11.K.d With prompting and support, compare and contrast two texts on the same topic.</p> <p>Civics and Government 4 Students understand the concepts of rights, duties, responsibilities, and participation by describing classroom rights, duties, and responsibilities including how students participate in some classroom decisions and are obliged to follow classroom rules</p> <p>Geography 1 Students understand the nature and basic ideas of geography by identifying questions about their world and explaining that geography is the study of the Earth’s surface and peoples.</p>

Notes

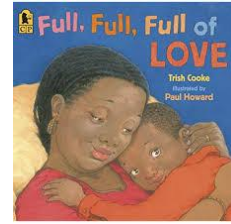


WEEK 3 Day 4

Dramatization: Pretending *Amazing Grace*
 In Dramatization children pretend scenes from *Amazing Grace*.

Big Ideas	<p>Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.</p> <p>A strong, interdependent community has qualities such as:</p> <ul style="list-style-type: none"> ● Collaboration in identifying and solving problems
Guiding Questions	<p>What does it mean to be a member of a community?</p> <p>How do we develop fairness, inclusivity and friendship in our community?</p> <p>Why is collaboration and working together important?</p>
Vocabulary	<p>collaborate: to work together</p> <p>communicate: to share ideas</p> <p>community: a group of people who live, work, or do things together</p> <p>imagine: to form a picture in one’s mind</p> <p>scene: a place where something happens</p>
Materials and Preparation	<ul style="list-style-type: none"> ● furniture: table, chairs, couch, kitchen furniture ● pretend food and/or clean food containers ● food preparation supplies (dishes, eating utensils, cooking utensils, napkins, hot mitt, pots and pans, etc.) ● large pieces of fabric ● clothespins ● informational and fiction books related to food and cooking ● clipboards ● paper ● writing and drawing tools ● <i>Amazing Grace</i>, Mary Hoffman <p>Organize furniture and materials so children might reconstruct scenes from <i>Amazing Grace</i>.</p>

<p>Intro to Centers</p>	<p><i>Today in the Dramatization Center you can act out some of the scenes from Amazing Grace.</i></p> <p>Show the book and flip slowly through the pages. <i>What are some parts of the story that you might like to act out?</i></p> <p>Choose one page to use for modeling how to act out a scene from a book. <i>Let's think about this scene together, when Grace pretends to be a pirate. What might she say? How might her body move?</i></p> <p><i>In this scene, what else might she need?... Yes, looking at this picture, Grace might need a spyglass. What might you use to represent a spyglass?</i></p> <p>Help children think through a few different possibilities.</p> <p><i>You might want to bring materials from the Art Studio or another center to act out certain scenes. You can also move the furniture in the center to change the location of the scene. You are going to make this story come to life with your acting!</i></p>
<p>During Centers</p>	<p>Help children think through the sequence of events in the book. Support children as they negotiate scenes and roles. Encourage children to think about how they can make decisions together. Video record some of the scenarios children create.</p>
<p>Facilitation</p>	<ul style="list-style-type: none"> ● What part of the story are you acting out? Why did you choose this scene? ● Who are you pretending to be? How did you decide? What will you use to pretend to be that person? ● What can you use to make that prop? ● How are you collaborating with each other? ● How are you deciding what to do in your story?
<p>Standards</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>SL.3.K.a Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>Civics and Government 4 Students understand the concepts of rights, duties, responsibilities, and participation by describing classroom rights, duties, and responsibilities including how students participate in some classroom decisions and are obliged to follow classroom rules.</p> <p>Civics and Government 1 Students understand key ideas and processes that characterize democratic government in the community and the United States by identifying community workers and volunteers and the roles they play in promoting the common good.</p>



WEEK 3 Day 3

Library & Listening: Book Inventory

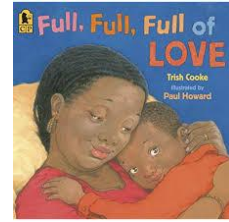
Children are invited to make a collective list of the books in the classroom.

Big Ideas	<p>A strong, interdependent community has qualities, such as:</p> <ul style="list-style-type: none"> ● shared responsibility, collaboration and support for each other. <p>One way people in communities communicate is through stories.</p>
Guiding Questions	<p>Why is collaboration and working together important? Where do you find what you need including information, help, and companionship in your communities?</p>
Vocabulary	<p>collaborate: to work together communicate: to share ideas community: a group of people who live, work, or do things together data: facts and other information collected together to look at closely record: to write or draw information inventory: a list of items in a category fiction: literature that describes imaginary characters and events nonfiction: writing that is based on real events and real people informational: text that provides facts</p>
Materials and Preparation	<ul style="list-style-type: none"> ● chart paper ● Book Inventory sheets ● clipboards ● writing tools, or markers <p>Make at least one copy of the Book Inventory sheet for each book bin and other area of the classroom library. Place these sheets on clipboards, with writing tools attached or close by. Alternately, create one large Book Inventory on chart paper and hang in the Library and Listening Center, with markers.</p>

	<p>Review the book collection in the Library and Listening Center, ensuring that they are well-displayed and that there are books of high interest for all children.</p>
<p>Intro to Centers</p>	<p><i>You have been using our classroom library with such care. We have so many books! Here are a few of them.</i></p> <p>Hold up an organized book bin, and a few books and read their titles.</p> <p><i>The other day, I noticed a problem. Someone asked me for a particular book, and I didn't know if we had it in the library. A list would help us keep track of which books we do and don't have in our classroom library. This kind of list is called an inventory—a list you make to keep track of what you have.</i></p> <p><i>Today we'll begin this big job of making an inventory of our books. We'll know what we have and where they can be found. We can also include whether a book is fiction—an imagined story—or nonfiction—filled with information.</i></p> <p>Hold up the Book Inventory sheet (or indicate the chart). Use a few books from one bin to model filling it out:</p> <p><i>We have books in several different places in our classroom. Each inventory will be for a different place where books are found, so we know which books belong where. This inventory will be for the [blue bin].</i></p> <p>Fill in the space for Location.</p> <p><i>Let's start with this book: Full, Full, Full of Love [or other title]. We'll write the title on this long line.</i></p> <p>Write the title, showing how to keep track of the letters as they are written and pointing out uppercase letters along with other features of print as they are encountered. <i>(This title has the same word three times! And here's a word I know: love.)</i></p> <p><i>You can also draw a picture to add a book to the inventory. Just remember that someone else will also want to know what the inventory says, so the information we write down needs to be clear.</i></p> <p>Talk about whether the book is fiction or informational, and check the appropriate box on the right hand side of the inventory.</p> <p><i>It's a lot of effort to record just one book! We will have to collaborate to get this done, since we have so many books. Everyone in our classroom community can help. Don't forget to look at and enjoy the books as you are creating the inventory!</i></p>

<p>During Centers</p>	<p>As children look at books, support them by suggesting they work with only one category/bin of books and by limiting the number of books they might record on the inventory at one time.</p> <p>Suggest strategies for recording titles and determining whether a book is fictional or informational.</p> <p>Talk with children about why certain books are stored together, identifying common features such as topic, author, illustrator, type of text (poetry, pictures only), etc.</p> <p>If additional labels are needed for bins or other areas of the library, encourage children to make these labels, perhaps in the Writing and Drawing Center.</p>
<p>Facilitation</p>	<ul style="list-style-type: none"> ● Is this book in the right place? Why does it belong here? Which inventory list will you record it on? ● Where is the title of this book? What letters do you see in the title? ● How will you record the title on the inventory? ● What are some of the differences between a book of fiction and a book of facts? ● What can you tell about this book from its cover?
<p>Standards</p>	<p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</p> <p>R.8.K.a Identify texts that tell stories.</p> <p>R.8.K.b Identify texts that provide information.</p> <p>Civics and Government 3 Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and local laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.</p>

<p>Notes</p>



WEEK 3 Day 3

Discovery Table: Scenes from Stories 1

Additional props and recycled and natural materials from Beautiful Stuff inspire building sand structures and acting out stories from familiar Read Aloud texts.

Big Idea	One way people in communities communicate is through stories.
Guiding Questions	What does it mean to be a member of a community? Why is collaboration and working together important?
Vocabulary	<p>tools: objects used to accomplish something</p> <p>notice: to see, to pay attention to something</p> <p>search: to look for something</p> <p>curious: interested</p> <p>describe: to tell what someone or something is like</p> <p>disappear: to go completely away, to become unable to be seen</p> <p>object: a thing that can be seen and touched</p>
Materials and Preparation	<p>If possible set up two separate tables or tubs: one with tools for ongoing exploration, and one with materials more suited to storytelling. Alternatively, remove some of the tools used previously to make space for setting up scenes from stories.</p> <ul style="list-style-type: none"> ● sensory/discovery table, or tabletop tub(s) ● sand ● sand table tools, such as cups and scoops, small shovels, and/or plastic spoons ● spray bottles filled with water ● figurines of people ● natural materials (shells, acorns, sticks) ● recycled materials (small tiles, sanded wood scraps, buttons) ● Unit 1 Read Aloud texts, or copied images from select pages ● sieves ● water wheels

	<ul style="list-style-type: none"> ● buckets and/or other plastic containers ● gloves, optional <p>Continue to keep the sand moist so that children are able to manipulate it.</p>
Intro to Centers	<p><i>Today we are adding something new to the Discovery Table. These can be used to construct and enact scenes from some of the stories we have been reading.</i></p> <p>Show the new materials. Pick up a text and turn to an illustration with a clear setting. <i>What if we wanted to build grandma’s kitchen in Full, Full, Full of Love? Let’s see how the illustrator shows the kitchen.</i></p> <p>Think aloud, pausing to allow children to fill in with suggestions for representing specific elements of the scene with available materials.</p> <p>Show other images or texts situated near the Discovery Table. <i>You might find other illustrations that inspire you to construct scenes from our stories at the Discovery Table.</i></p> <p>Indicate where these images can be found as they work.</p>
During Centers	<p>Notice and take photos of the scenes children recreate. Invite children to suggest and add other materials useful to represent particular aspects of the scenes they build. Ask children to identify which books they are accessing. Once scenes are constructed, encourage children to act out the stories. .</p>
Facilitation	<ul style="list-style-type: none"> ● Which materials are useful for the scene you are recreating? ● What do you notice about these materials? ● Which book are you inspired by? Why did you choose this page? ● What are you noticing about the communities in the books we're reading? ● Can you make a city, a town, or a house that includes some of the features in this illustration?
Standards	<p>SL.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.2.K.b Ask and answer questions in order to seek help, gather information, or clarify something that is not understood.</p> <p>SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</p> <p>Civics and Government 1 Students understand key ideas and processes that characterize democratic government in the</p>

	community and the United States by identifying community workers and volunteers and the roles they play in promoting the common good.
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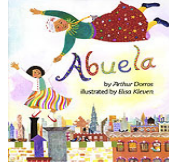
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STEM Investigation 2: Mapping Our Classroom

Description: Children create maps and models of the physical layout of the classroom.



Standards Addressed:

ETS1.B: Developing possible solutions

Science Practice Standard: Developing and using models

Enduring Understanding:

- Communities are affected by their environments. People use their senses to observe the environment and materials in their community, and may describe and label materials according to their observable properties.

Essential Question:

- Where do you find what you need including information, help, and companionship in your communities?

Materials:

- 8 ½" x 11" white paper
- clipboards
- crayons
- adhesive labels to label areas of the classroom
- a book or picture that shows a kindergarten classroom
- pencils
- markers

Vocabulary:

- data
- describe
- notice
- observe
- map

Preparation:

Write the focus question on chart paper: ***“What do you notice about the different parts of our classroom?”***

Photograph some important features of the classroom so that children can access a 2-dimensional representation of the 3-dimensional objects and space they will be trying to represent on paper.

Intro to Centers:

“What are some important words that we need to understand as scientists in order to answer this question?”

“What is another word that means the same thing as notice?”

“When scientists observe something, what do they use?”

“As scientists this week, you will have a chance to observe our classroom. You will be using your eyes to collect information about our classroom.”

“Scientists need to tell others about what they discover. The information they record is called **data**. How do you think we could share what we find out about all the different parts and centers in our classroom and where they are?”

Indicate and read the focus question.

*Circle, discuss and annotate key words (**notice, classroom**).*

*Write the word **observe** above the word **notice** on the focus question.*

Collect children’s ideas, and suggest that scientists might use a magnifying glass or a mirror.

*Annotate the word **notice** in the focus question with a drawing of an eye.*

“We can draw scientific illustrations, or drawings, of the classroom. Here is an example of an illustration of a classroom. Now I’m going to begin one myself.”

“As scientists this week in the STEM center you will make careful observations of the important and interesting areas in the classroom and you will record what you find by drawing a picture representation of our classroom. Other people can look at it to find out about our classroom.”

Show an illustration or photograph of a classroom.

Model getting started with your own classroom map, beginning with an obvious classroom feature and adding a few more as you narrate your thinking process.

Show one paper bag (with a non-sharpened pencil inside). Invite one child to demonstrate with you, prompting her to describe the qualities of what she feels in more than one way.

Show two empty bins, one labeled “smooth” and the other, “rough”. Invite another child to suggest which bin to put the pencil in.

During Centers:

Throughout the week children will make observations of what they consider to be the most important objects and places in their classroom. In the STEM center children will draw (and label, if possible) pictorial representations, or map models, of the classroom on sheets of white 8 ½” x 11” paper. Some children will be most successful with the opportunity to photograph the various features of the classroom rather than draw them. Be prepared to make this option available.

Guiding Questions during Centers:

- What areas of the classroom do you most like to work in?
- In what area(s) of the classroom do we _____ (read books, paint, hang up our coats, build, etc.)?
- What would happen if we didn’t have special places in the classroom to keep our _____ (books, blocks for building, coats, etc.)?
- Have you ever seen an illustration that shows where places or things are? (suggest that they may have been on the subway or bus, or that family members may have driven them somewhere in a car)
- If you’ve taken the bus, the subway, or driven in a car, how have you known which way to go so you don’t get lost?

Sharing our Research:

- What did you do this week as scientists in the STEM center?
- Revisit the focus question: **“What do you notice about the different parts of our classroom?”** Children can turn and talk to a classmate about something they have noticed. Have children’s drawings available so they can look back at their findings.

- Looking at the data you generated, what did we find out about where the important parts of our classroom are located? As children describe the physical features of the classroom, add these features to your own scientific illustration that you began at the start of the investigation, and label each feature. Remind children that when you record like a scientist, you draw what you see, not what you think you know. Ask children if they know a name or a word for the pictures that they drew and that you completed on the chart paper. One or more children will probably say, “map.” If no child mentions this word, explain that their drawings are a kind of maps.
- Help children understand that a map is a form of technology: it is a tool that helps people to better understand a particular space—in this case, the classroom.
- Ask, “How can a map help us to understand and make sense of the shared physical space in our classroom?”
- What important features should a map have for it to be useful?
- Make the connection between the maps that students drew during this investigation and the aerial perspective of the city that the girl and her grandmother see in *Abuela*. If any children draw their maps from an aerial perspective as part of this investigation, point out this specific connection to the text/illustrations.
- Ask children if there are any other questions that they have about maps or about the different parts of the classroom. This is also the time to review and discuss any questions from children that were ‘banked’ during the week.

Documentation:

Photograph and/or video the children engaged in this activity. If possible, include the area the children are mapping and the map they are creating in the pictures to generate an interesting discussion at a later time to reinforce the concepts.

Using this as a Provocation:

Encourage students to create 3-dimensional models of the classroom using blocks, LEGOS, or other manipulatives and materials of various shapes and sizes.

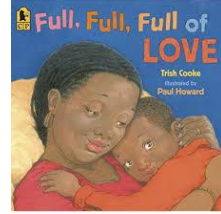
Encourage children to create labels and/or signs for the different areas of the classroom they identify (bathroom, sink, block area, etc.).

Encourage children to draw pictures and write sentences about how they might improve or change areas of the classroom. Children could draw a map of their ‘ideal classroom.’

Extend this investigation by mapping other parts of the school, playground or school neighborhood. Bring the children on walks around the school or the neighborhood with clipboards for drawing maps.

Note: Children’s Own Questions

Children will generate any number of authentic questions as they work. During each STEM investigation in *Our Community*, keep a large piece of chart paper on the wall near the STEM Center with a marker attached by string. Throughout the week, adults record or “bank” any spontaneous questions you hear children ask as they are engaging in the investigation. On the fifth day of each investigation, during the Sharing our Research session, the teacher will review these child-generated questions with the class, following the directions in the written investigation. After Investigation 4 in *Our Community*, if you would like, work with children to develop their own investigation to try and answer one of the child-generated questions that were banked during Investigations 1-4. This investigation could take place during the fifth week when there is no written, required STEM investigation.



WEEK 3 Day 2

Writing & Drawing: Scavenger Hunt

In small groups, children carry clipboards around the school and take notes about the people they meet.

Notes: The Scavenger Hunt will require an adult to accompany a small group of children outside the classroom. Allow approximately 15 minutes for each small group and plan to take 1-2 groups each day, depending on staffing arrangements.

This activity involves two parts. In Week 4, one or more of the people children meet is invited to the classroom for an interview.

Big Ideas	<p>Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.</p> <p>A strong, interdependent community has qualities such as:</p> <ul style="list-style-type: none"> • collaboration in identifying and solving problems.
Guiding Questions	<p>What does it mean to be a member of a community?</p> <p>Where do you find what you need including information, help, and companionship in your community?</p>
Vocabulary	<p>scavenger hunt: a search in which participants look for specific things</p> <p>interview: to ask someone questions</p> <p>clue: information that helps someone find something or solve a mystery</p>
Materials and Preparation	<ul style="list-style-type: none"> • clipboards, one for each child in a small group • writing tools • Scavenger Hunt recording sheet, one copy for each child <p>Preview the scavenger hunt with school staff, and make a list of adults who can be available when small groups of children stop by the area where they work.</p> <p>Compile a list of available colleagues, and write a clue for each one. Include an icon, simple drawing, or other image, if possible. For example:</p> <p style="padding-left: 40px;">Who can help if we are sick or hurt (nurse)</p>

	<p>Who leads us in moving to music (dance teacher)</p> <p>Where’s the person who keeps everything running? Fixing, cleaning, taking care of the whole building! (custodian)</p> <p>Who teaches us to sing, listen to music, and play instruments (music teacher)</p> <p>To eat our breakfast or your lunch, this is who we see when we munch (cafeteria staff)</p> <p>Soccer, tag or basketball, she helps us play them all (physical education teacher)</p> <p>In a school so large, we know who is the person in charge (principal)</p> <p>Hooray! We’ve found your way! Let’s go back to the place where we learn each day (classroom)</p> <p>An adult who helps us in the classroom (paraprofessional, specialist, or teacher)</p> <p>Make copies of this list of clues and place them in the Writing and Drawing Center.</p> <p>Create small groups for the scavenger hunt activity. Make a chart of these small groups so that children can anticipate when they will have a turn.</p>
<p>Intro to Centers</p>	<p><i>Do you remember our Stations scavenger hunt in the first week of school? Today, we are going to start a new scavenger hunt, thinking about adults in our school who help us. These people are members of our school community, people who work in our school.</i></p> <p><i>We’ll go on our scavenger hunts in small groups, and everyone will have a turn. Here is a list of all the groups so you know when you will go.</i></p> <p>Read through the list of all the groups and let children know which days each is scheduled to do the activity.</p> <p><i>When it is time for your group to go on the Scavenger Hunt, you’ll find all the materials you need at the Writing and Drawing Center.</i></p> <p>Hold up a clipboard with a Scavenger Hunt recording sheet and a pencil.</p> <p><i>This scavenger hunt has clues, and each clue leads to a certain person who does a job in our school. When you find someone on your scavenger hunt, you can introduce yourself to that person. You can say your name, and say, “Hello, it’s nice to meet you.” Then, you can write down a piece of information about that person on your recording sheet. You could ask her to spell their name, you could draw their picture, you could write down what job they do, and where you met them.</i></p>

	<p>Talk through one example. <i>Let's read a clue and see if we can figure out who that would be.</i></p> <p>Read a clue from the Scavenger Hunt and let children figure out who it is. <i>You got it! Let's pretend we have walked to the place where we can find this person.</i></p> <p>Invite a child to pretend to be an adult in the school or ask another classroom adult to roleplay. <i>Hello! My name is _____. Are you the person who... [read clue]? I knew it! It's nice to meet you.</i></p> <p>Model recording something about that person. ____ [adult] will go with you on the Scavenger Hunt. Today it's going to be ... [list children's names]. Remember that you will all have a turn in the next couple of days.</p>
During Centers	<p>Convene the small group in the Writing and Drawing Center. Distribute clipboards, pencils, and Scavenger Hunt recording sheets. Explain that they need to stay close together during the scavenger hunt. Assign buddies if helpful to have children hold hands while moving through the school.</p> <p>Begin the walk around the school. At each stop, allow children time to interact with staff members and record information.</p> <p>Start by reading the first clue to the children, "I am going to read to you our first clue. If you think you know where we need to go, put your thumb up." Once the children guess the staff member/location, take the group to the location. Ask the staff member to introduce him/herself and briefly describe what he/she does. After children record, ask this staff member to read the next clue, and so on.</p> <p>During the scavenger hunt, attend to the children's interest in particular staff members, to help determine whom to invite to the classroom for an interview in Week 4.</p> <p>Take photos of each person to post in the Writing and Drawing Center.</p>
Facilitation	<ul style="list-style-type: none"> ● Have you met this person before? ● What do you think this person does for their work in the school? ● What makes you think that? ● How do we get to this person's office (classroom, room, etc)? ● What questions do you have for _____? ● Do you have a question for _____?
Preparation for following week	<p>Review notes from the scavenger hunts in small groups. Based on children's interests, consider which staff member(s) might be invited to visit the</p>

	classroom and support work at the Writing and Drawing Center in Week 4. Issue the invitation(s) and preview the activity with the visitor.
Standards	SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups. Geography 1 Students understand the nature and basic ideas of geography by identifying questions about their world and explaining that geography is the study of the Earth’s surface and peoples. Geography 2 Students understand the influence of geography on individuals and their immediate surroundings by identifying the impacts of geographic features on individuals and families.

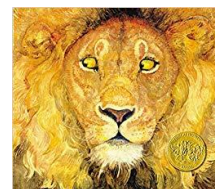
Notes

Name: _____

Scavenger Hunt Recording Sheet

Name	Information

Name	Information



WEEK 3 Day 1

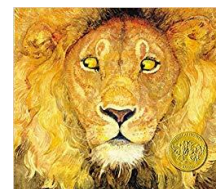
Writing Basics
Deconstruction: Communicating through Images

Content Objective	I can use the illustrations to understand a story. (W.3.K.b, R.11.K.a & R.11.K.c)
Language Objective	I can discuss a story with a partner. (SL.1.K.a)
Vocabulary	<p>communicate: to share an idea by talking, writing, or showing someone else</p> <p>information: facts or details about a subject</p> <p>image: a representation of something in the form of a drawing, photograph, etc.</p> <p>represent: to use something to stand for something else</p> <p>setting: where and when a story takes place</p> <p>characters: the people or animals who the story is about</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>The Lion and the Mouse</i>, Jerry Pinkney Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the inside cover. ● teacher whiteboard Write the following prompts on the board. I see _____. It makes me think _____. ● blank paper, one piece per child
Opening 1 minute	<p><i>We've been communicating by telling stories and information. Another way we can communicate is through images. Images represent, or stand for, something else. They can be drawings, paintings, photographs, collages. They can tell stories, give information, or convince someone of something. Today we are going to read a new book called <i>The Lion and the Mouse</i>, by Jerry Pinkney. As we read, we will talk about how Jerry Pinkney uses images.</i></p>

<p>Deconstruction 15 minutes</p> <p>cover</p>	<p>Show the cover of <i>The Lion and the Mouse</i>.</p> <p><i>Look at the cover of this book. What do you see? What does it make you think? Take a moment to look silently and think.</i></p> <p>Point to and read the sentence frames on the board:</p> <p><i>I see _____.</i></p> <p><i>It makes me think _____.</i></p> <p>Have several children share their observations using these sentence frames.</p>
<p>pages 1-6</p>	<p>Slowly turn through the pages, showing illustrations and reading words.</p>
<p>pages 7-8</p>	<p><i>What do you notice about this book so far, that might be the same or different from other books we've read? [There are illustrations but very few words.] Turn and talk with a partner.</i></p> <p>Review the routine for Turn and Talk.</p> <p><i>What is the setting of this book—where does it take place? How do you know?</i></p> <p>Encourage children to reference the details in the illustrations that show the setting.</p> <p><i>Who are the characters in this story? Remember, when we read Abiyoyo, we learned that the characters are the people or animals a story is about.</i></p> <p><i>What is happening in the story so far?</i></p> <p>Show the previous pages as needed to assist children in retelling the beginning of the story.</p>
<p>10 minutes</p>	<p><i>Now that we have learned about the setting and characters in illustrations, it is our turn to go back to our seats and try to create our own illustration. We will create our illustration from a book that we have read together. You might create an illustration of the setting of Abiyoyo, or maybe a character from the story Abuela! Remember to use details in your illustrations.</i></p> <p>If it makes sense for the group, remind children to listen for sounds they may know on their illustrations For example, in Abiyoyo's setting there may be a picture of a sky and the children can write an 's'.</p>
<p>Closing 1 minute</p>	<p>Select a few pieces of work to share: 1-2 pieces that show details in a setting and 1-2 pieces that show details in characters.</p> <p><i>Today we learned that a whole story can be communicated through images! Tomorrow we will continue reading The Lion and the Mouse to find out what happens.</i></p>
<p>Standards</p>	<p>R.11.K.a With prompting and support, describe the relationship between</p>

	<p>illustrations and text.</p> <p>R.11.K.c With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</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>W.3.K.b Use a combination of drawing and writing to communicate a topic.</p>
Ongoing assessment	<p>Listen for and make note of how children discuss the text.</p> <p>What do they notice about the text?</p> <p>What do children already know about communicating through images?</p>

Notes



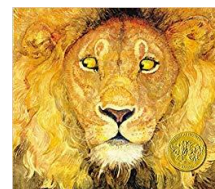
WEEK 3 Day 2

Writing Basics
Deconstruction: Communicating through Images

Content Objectives	I can retell the major events of a story. (R.6.K.a, R.6.K.b)
Language Objective	I can discuss a story with a partner. (SL.1.K.a)
Vocabulary	<p>communicate: to share an idea by talking, writing, or showing someone else</p> <p>image: a representation of something in the form of a drawing, photograph, etc.</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>The Lion and the Mouse</i>, Jerry Pinkney ● chart paper or whiteboard, for shared writing ● blank paper, one per child
Opening 1 minute	<i>Yesterday we began reading The Lion and the Mouse, a story by Jerry Pinkney that is communicated mostly through images. Today we will read more and focus on the character illustrations.</i>
15 minutes pages 9-18	<p>Quickly walk through the pages read in the previous lesson. Remind children that illustrations help to tell a story. Review what a setting means, characters, and how details make our writing stronger.</p> <p style="text-align: center;"><i>Now we are going to read more of the story. Look carefully at the images and think about what is happening.</i></p> <p>Slowly show the illustrations and read the words.</p> <p style="text-align: center;"><i>Think about what you saw in the illustrations. What is happening in the story now? Think, Pair, Share.</i></p> <p>Review the steps for Think, Pair, Share as necessary. As children talk, circulate to support their conversations. Have several children share what they discussed.</p> <hr style="width: 100%;"/>

<p>Shared Writing 15 minutes</p>	<p><i>Let's focus on drawing one character from the story, the mouse or the lion. We will use as many details as we can, and then will label our picture with as many sounds as we hear. You will have your piece of paper, and I will have mine.</i></p> <p>As a group, decide which character to illustrate together. Then invite children back to their seats. Using shared writing, illustrate the character. Then label the picture together. Focus on the sounds learned this far.</p>
<p>Closing 1 minute</p>	<p><i>Today we drew one character from The Lion and the Mouse. Tomorrow we will finish reading the book together. As we read other stories, we can look for details in the illustrations to help us learn more about the characters.</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>Ongoing assessment</p>	<p>Listen for and make note of how children discuss the text.</p> <p>What do they notice about the text?</p> <p>What do children understand about communicating through images?</p>

Notes



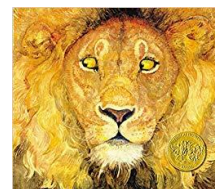
WEEK 3 Day 3

Writing Basics
Individual Construction: Telling Stories and Information

Content Objectives	<p>I can tell a true story from my life. (W.3.K.b)</p> <p>I can tell what I know about a topic. (W.3.K.b)</p>
Language Objective	I can ask questions to understand my partner. (SL.2.K.b)
Vocabulary	<p>communicate: to share an idea by talking, writing, or showing someone else</p> <p>image: a representation of something in the form of a drawing, photograph, etc.</p> <p>information: facts or details about a subject</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>The Lion and the Mouse</i>, Jerry Pinkney ● blank paper, one per child
Opening 1 minute	<p><i>We have been reading The Lion and the Mouse, a story by Jerry Pinkney that is communicated mostly through images. Today we will finish reading it together.</i></p>
15 minutes	<p>Quickly walk through the pages read in the previous lesson.</p> <p><i>Remember, yesterday when we read, the mouse was being chased by other animals and jumped on the lion’s back to escape. The lion could have hurt the mouse, but instead decided to let it go.</i></p> <p><i>Let’s continue reading to find out what happens in the story.</i></p> <p>Slowly show the illustrations and read the words in the rest of the book.</p> <p>Use the following questions to discuss the book.</p> <p><i>What happened in the rest of the story?</i></p> <p><i>Why do you think the mouse helped the lion?</i></p> <p><i>What can this story teach us?</i></p>

<p>5 minutes</p>	<p><i>Today we will draw an illustration about a time you helped someone, or someone helped you. Think about when you may have needed someone to help you, maybe a grownup, or maybe a friend. Turn and talk to your partner to tell them your story.</i></p>
<p>Individual Construction 10 minutes</p>	<p>Invite children back to their seats to illustrate the time they helped someone, or someone helped them. Remind children to use details in their drawings, creating a setting, and using characters. If appropriate, encourage children to label their illustrations with sounds that they hear.</p>
<p>Closing 1 minute</p>	<p><i>Tomorrow we are going to learn about our drawing and writing books!</i></p>
<p>Standards</p>	<p>W.3.K.b Use a combination of drawing and writing to communicate about a topic. SL.2.K.b Ask and answer questions in order to seek help, gather information, or clarify something that is not understood.</p>
<p>Ongoing assessment</p>	<p>Note the effectiveness of the children’s storytelling and information telling. How effective is their storytelling? Do children’s partners understand their stories? What types of questions do they ask each other? What can be learned about the children from the stories they tell? How effective are children at telling information? Do their partners understand? What types of questions do they ask each other? What can be learned about the children from the information they tell?</p>

Notes



WEEK 3 Day 4

Writing Basics

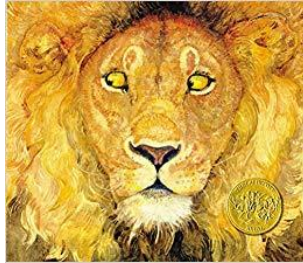
Individual Construction: Drawing Stories and Information

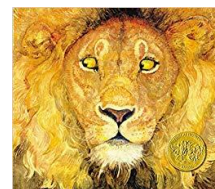
Content Objectives	<p>I can tell and draw a true story from my life. (W.3.K.b)</p> <p>I can tell and draw what I know about a topic. (W.3.K.b)</p>
Language Objective	<p>I can share my plan for writing with my partner. (SL.1.K.a)</p>
Vocabulary	<p>purpose: the reason for doing or creating something</p> <p>sketch: a rough drawing</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Why We Write chart ● Why We Write: <i>The Lion and the Mouse</i> sheet ● teacher’s drawing and writing book ● caddies with pencils only ● blank paper, one per child ● drawing and writing books, one for each child <p>Label the books with children’s names.</p>
<p>Opening 10 minutes</p> <hr style="width: 100%; margin-top: 20px;"/> <p>5 minutes</p>	<p>Remind children of <i>The Lion and the Mouse</i>.</p> <p>Refer to the Why We Write chart.</p> <p><i>Let’s think about why Jerry Pinkney might have written this book—what his purpose was. Remember, people write for many different reasons, sometimes to give information or to tell true stories about themselves.</i></p> <p><i>Why do you think Jerry Pinkney wrote this book? [to teach a lesson about friendship and helping each other; to show that even a little mouse can help a big lion]. Yesterday we wrote about someone helping us, or when we helped someone else. Our purpose was to tell a true story about a time with a friend.</i></p> <hr style="width: 100%; margin-top: 20px;"/> <p>Show the teacher’s drawing and writing book.</p> <p><i>This is my special drawing and writing book! It has so many blank pages inside just waiting for my stories and information!</i></p>

<p>5 minutes</p>	<p>Turn to the first blank page. <i>Here I will draw my first story. You have your own book that you will get tomorrow to write your stories in! Before we start with our illustrations we need to practice telling our partner a story.</i></p> <hr/> <p><i>Turn and talk to a partner to tell a true story. Think about your friends, and something fun you may have done together. After you and your partner share a true story, you will go back to your seat and draw one picture that goes with your story. This will be a sketch for your very first drawing in your own book!</i></p>
<p>Individual Construction 15 minutes</p>	<p>On blank paper, children will sketch an illustration that represents their true story that they told to a partner. Remind children to add details for a setting, characters, and try to label with sounds we know and hear. These illustrations will be saved for the following lesson: when they receive their writing and drawing booklet.</p>
<p>Closing 5 minutes</p>	<p>Show children where the drawing and writing books will be kept. Introduce classroom routines for getting drawing and writing books and bringing them to areas for writing. Set expectations for places in the classroom where children can write (at tables, lying on the rug, etc.). Introduce expectations for how children will move writing tools to the areas where they work (for example, taking pencils to the rug).</p> <p>Introduce routines for putting away drawing and writing books and pencils. Guide children slowly through the process.</p> <p><i>Tomorrow you will continue your writing!</i></p>
<p>Standards</p>	<p>W.3.K.b Use a combination of drawing and writing to communicate a topic. SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p>
<p>Ongoing assessment</p>	<p>Note children’s use of the new routines and materials. Consider what will need to be retaught the following day.</p> <ul style="list-style-type: none"> Do they know how to take out and put away their drawing and writing books? pencils? Do they know where to sit to write? How effectively do they represent their ideas with images? How effectively do they use the space on the page?

Notes

Why We Write





WEEK 3 Day 5

Writing Basics
Individual Construction: Drawing Stories and Information

Content Objectives	<p>I can tell and draw a true story from my life. (W.3.K.b)</p> <p>I can tell and draw what I know about a topic. (W.3.K.b)</p>
Language Objective	I can share my plan for writing with my partner. (SL.1.K.a)
Vocabulary	<p>sketch: a rough drawing</p> <p>communicate: to share an idea by talking, writing, or showing someone else</p>
Materials and Preparation	<ul style="list-style-type: none"> ● teacher’s drawing and writing book ● drawing and writing books ● caddies with pencils, crayons, and colored pencils ● date stamp (optional)
Opening 10 minutes	<p><i>Let’s make a plan before we get started. Think about what you told your partner yesterday: the true story from your life. Then retell it to your partner. When you are ready, put a silent thumbs up in front of your chest.</i></p> <p>Model the silent signal. Allow children several minutes to prepare for telling their stories or information.</p> <p>Review the routine for turning to talk to a partner. Guide children to move so they are sitting knee to knee with their partners. Review the routine for choosing who will talk first.</p> <p>As the children talk to their partners, circulate to support them.</p> <p>Bring the group back together. Distribute the drawing and writing books and have the children place them in their laps. Guide the children to open the books to the first page. If you are using clips, teach the children how to clip their books.</p>

<p>Individual Construction 10 minutes</p> <hr/> <p>5 minutes</p>	<p><i>Now you will plan for what to draw on this page. Remember yesterday you chose just one part of your story to draw. Think about what you will draw from the story or information you just told your partner. Then, sit side-by-side with your partner and tell her which part you will draw.</i></p> <p><i>Today you will begin by sketching in pencil! Remember, when you sketch, you start the drawing without adding a lot of details.</i></p> <p>According to established classroom routines, send the children with their drawing and writing books to begin drawing. As they work, circulate to support them. Write or stamp the date on each child’s page.</p> <p>If appropriate, encourage children to label their pictures with sounds learned.</p> <hr/> <p>Show the colored pencils. Model choosing colors to add to your own sketch. Discuss when you would add color with crayons and when you would use colored pencils. Introduce classroom routines for colored pencils, including where to keep them and how to indicate they need sharpening.</p>
<p>Closing 5 minutes</p>	<p>Model one or two students work. Show the labeling, the details in drawing, and the proper use of colored pencil/crayons.</p> <p>Review routines for putting away drawing and writing books and pencils. Guide children slowly through the process.</p>
<p>Standards</p>	<p>W.3.K.b Use a combination of drawing and writing to communicate a topic. SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p>
<p>Ongoing assessment</p>	<p>Note children’s use of the new routines and materials. Consider what will need to be retaught.</p> <ul style="list-style-type: none"> Do they know how to take out and put away their drawing and writing books? writing tools? Do they know where to sit to write? How effectively do they represent their ideas with images? How effectively do they use the space on the page? Do the colors they choose to add enhance communication? What do they understand about the differences between crayons and colored pencils?

WEEK 3

Shared Reading

"My Name"			
<p>Standards: R.1.K.a, R.1.K.b, R.1.K.d, R.2.K.a, R.2.K.d R.3.K.a</p>	<p>Everybody has a name Some are different Some, the same!</p>	<p>What is new to you, Is familiar to me. We each have names Special to our family.</p>	<p>I like my name, It's nice to me. I am exactly who I want to be!</p>
<p>Session 1</p>	<p>Opening: <i>The title of the poem is "My Name." This is a popular poem with many versions and we don't know who the original author, or poet is. This poem does have a message, though—a message about names. Let's read to find out what the poem's message is.</i></p> <p>Fluency: Read the poem in its entirety. Then, invite children to echo one line at a time while tracking print with a pointer.</p> <p>Meaning Making: <i>What does this poem tell us about names? What does the poem mean in the second stanza: "What is new to you, is familiar to me?"</i> Facilitate a discussion about the diversity of names and languages in the classroom.</p>		

"My Name"			
Standards: R.1.K.a, R.1.K.b, R.1.K.d, R.2.K.a, R.2.K.d R.3.K.a	Everybody has a name Some are different Some, the same!	What is new to you, Is familiar to me. We each have names Special to our family.	I like my name, It's nice to me. I am exactly who I want to be!
Session 2	<p>Phonological Awareness (letter recognition): Cover the poem so that children do not see it. Say the word "name." <i>What sound do you hear at the beginning of that word?</i> Repeat the same exercise with the words "my," "me," and "nice." Review the letter- sound cards Mm and Nn. Continue the exercise to review sounds /b/ and /f/.</p> <p>Fluency: Invite children to use a pointer to identify where to start reading, and to track the print from left to right and top to bottom as you read the poem. Encourage children to chime in, especially at the end of the lines that rhyme.</p> <p>Phonological Awareness (word recognition): Cover the poem again so that children do not see the print. <i>You can hear words in a sentence or phrase if you stop after each one. I will say each word in one of the lines of this poem. Your job is to count how many words you hear.</i> Read the first line. As needed, read it again and model putting up one finger for each word. Repeat this with other lines.</p>		

"My Name"			
Standards: R.1.K.a, R.1.K.b, R.1.K.d, R.2.K.a, R.2.K.d R.3.K.a	Everybody has a name Some are different Some, the same!	What is new to you, Is familiar to me. We each have names Special to our family.	I like my name, It's nice to me. I am exactly who I want to be!
Session 3	<p>Fluency: Invite children to chorally read the poem. Track the print with a pointer.</p> <p>Print Concepts (identify and say letter names and sounds): <i>Can you find the letters m and n in this poem?</i> Invite children to highlight or circle target letters, then say the sound of the letter. <i>All letters are different, but some of them have parts that are the same. What is the same about Mm and Nn? What is different?</i></p> <p>Phonological Awareness (rhyming): <i>The words "name" and "same" rhyme in this poem—they have the same ending sound. Can you think of another word that rhymes with "name?" (game, tame, fame).</i></p> <p>Meaning Making: Generate a list of children's names and facilitate discussion about the relationship between names, cultures and families.</p> <p>Note: Save a chart of this poem for Unit 1 Week 6. The poem will be used to introduce high frequency words.</p>		

<p>Extensions</p>	<p>Word recognition Practice: Provide children with Elkonin boxes and chips. Say a 2-4 word phrase. Invite children to repeat each word in the phrase as they place a chip in each box. Then count the chips to determine the number of words in the phrase. This exercise can be adapted to use gross motor movements instead (stamp feet, jump up, pat head).</p> <p>Letter sound practice: Ask children to name things that start with /m/ and /n/ and write them on the whiteboard. Sort the words by initial sound as you write them.</p>
<p>Standards</p>	<p>R.1.K.a Follow words from left to right, top to bottom, and page by page. R.1.K.b Recognize that spoken words are represented in written language by specific sequences of letters. R.1.K.d Recognize and name all the upper- and lowercase letters of the alphabet. R.2.K.a Recognize and produce rhyming words. R.2.K.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. * (This does not include CVCs ending with /l/, /r/, or /x/.) R.3.K.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p>



My Name



Everybody has a name

Some are different

Some, the same!

What is new to you,

Is familiar to me.

We each have names

Special to our family.

I like my name,

It's nice to me.

I am exactly who

I want to be!

Name: _____

Date: _____

My Name

Everybody has a name

Some are different

Some, the same!

What is new to you,

Is familiar to me.

We each have names

Special to our family.

I like my name,

It's nice to me.

I am exactly who

I want to be!

Unit 1: Our Community

WEEK 3

Stations

Station	Activities	Materials Add writing and drawing tools at each station. <i>See Week 3 Launching Stations for preparation notes.</i>
Strategic Small Group Instruction	<i>Introduced in Week 4</i> As children settle into Stations work, use some of this time to work with children individually, assessing their skills and needs and forming initial small groups.	
Reading	Independent and Partner Reading	<ul style="list-style-type: none"> ● collection of high-interest picture books, organized on a bookshelf and in bins
Pocket Chart	"So Nice to Be Here"	<ul style="list-style-type: none"> ● "So Nice to Be Here" written out line by line on sentence strips ● pocket chart to accommodate sentence strips ● "So Nice to Be Here" on chart, from Week 2 ● "So Nice to Be Here" child copy, one for each child ● pointer ● drawing tools, optional
Listening & Speaking	Talk Time	<ul style="list-style-type: none"> ● Week 3 Talk Time image and prompt ● 1-minute sand timers, optional
	Listen and Respond <i>introduced in Week 4</i>	
Writing <i>Introduced on Day 1</i>	My Neighborhood	<ul style="list-style-type: none"> ● "Towns in Maine" slides ● technology for children to view the slides ● children's "My Neighborhood" drawings, from Read Aloud Week 2, Day 5 ● writing and drawing tools
Word Work aligned with Foundations Unit 1 Week 2	Picture Match (b, f, t), from Week 2 (<i>Day 1 only</i>)	
	Names and Faces Memory, from Week 2 (<i>Days 1 & 2 only</i>)	
	Picture Match (m, n) <i>Day 2</i>	<ul style="list-style-type: none"> ● Picture Match grids, in sheet protectors ● Picture Cards, 5 sets, cut apart ● envelopes, one for each set of cards
	Sorting Beginning Sounds and Letters (b, f, t) <i>Day 3</i>	<ul style="list-style-type: none"> ● Sorting Sheets, 5 copies ● Letter Cards, 5 sets, cut apart ● Picture Cards, 5 sets, cut apart ● envelopes, one for each set of cards

Name: _____

Date: _____

So Nice to Be Here

It's so nice to be here

With my friends today.

Shout hooray!

Let's all play.

It's so nice to be here

With my friends today,

With my friends today.

Unit 1: Our Community

WEEK 3

Launching Stations

By Week 3 children will be developing familiarity and facility with the routines and expectations of Stations. Only one new station, Writing, is introduced this week. Other activities change in content only, so children can rely on their knowledge of how to approach each station. While children work, teachers continue to circulate to answer their questions, reinforce productive and cooperative behaviors, support children’s access, use, management, and care of materials, and facilitate children’s movement between stations.

Review the week’s activities and plan small group rotations. Arrange the schedule for children to reference.

Review observational notes from Week 2 to determine what adjustments are needed for this week.

Week 3, Day 1 Introduce the Writing Station All other stations open	
Materials and Preparation	<p><u>Reading</u></p> <ul style="list-style-type: none">● collection of high-interest picture books, organized on a bookshelf and in bins <p><u>Pocket Chart Station</u></p> <ul style="list-style-type: none">● pocket chart to accommodate sentence strips● sentence stripsWrite out “So Nice to Be Here,” line by line, on sentence strips.● “So Nice to Be Here” on chart, from Week 2● “So Nice to Be Here” child copy, one for each child● pointer● drawing tools, optional <p><u>Writing</u></p> <ul style="list-style-type: none">● “Towns in Maine” slides● technology to allow children to revisit the slides independently

	<ul style="list-style-type: none"> ● children’s “My Neighborhood” drawings, from Read Aloud Week 2, Day 5 ● writing and drawing tools <p><u>Listening and Speaking</u></p> <ul style="list-style-type: none"> ● sets of Week 3 Talk Time image and prompt ● 1-minute sand timers, optional <p><u>Word Work</u></p> <ul style="list-style-type: none"> ● Picture Match, from Week 2 ● Names and Faces Memory, from Week 2
Introduction 5 minutes	<p><i>We have one more station to introduce: the Writing Station! At this station, you will draw and write about texts that we read. Today you can continue working on the drawings you started last week about your own neighborhoods.</i></p> <p>Refer to the “Towns in Maine” slides and a couple of children’s drawings in process.</p> <p>Indicate which children will begin at the Writing Center. <i>Let’s make sure we all remember how to find out where to go for the first and second stations.</i></p> <p>Invite children to explain the system and answer each other’s questions.</p>
22 minutes	<p>Dismiss children to their stations to begin work. Monitor and support children’s activity. After about 10 minutes, signal children to move to their second stations.</p>
3 minutes	<p><i>Some of you went to the Writing Station today. What can you tell the rest of us about that experience?</i></p>

<p>Week 3, Day 2 Substitute a Word Work activity: Picture Match (m, n) All other stations open</p>	
Materials and Preparation	<p><u>Reading</u></p> <ul style="list-style-type: none"> ● collection of high-interest picture books, organized on a bookshelf and in bins <p><u>Pocket Chart Station</u></p> <ul style="list-style-type: none"> ● pocket chart to accommodate sentence strips ● “So Nice to Be Here” on sentence strips, from Day 1 ● “So Nice to Be Here” on chart, from Week 2

	<ul style="list-style-type: none"> ● “So Nice to Be Here” child copies, from Day 1 ● pointer ● drawing tools, optional <p><u>Writing</u></p> <ul style="list-style-type: none"> ● “Towns in Maine” slides ● technology to allow children to revisit the slides independently ● children’s “My Neighborhood” drawings, from Read Aloud Week 2, Day 5 ● writing and drawing tools <p><u>Listening and Speaking</u></p> <ul style="list-style-type: none"> ● sets of Week 3 Talk Time image and prompt ● 1-minute sand timers, optional <p><u>Word Work</u></p> <ul style="list-style-type: none"> ● Names and Faces Memory, from Week 2 ● Picture Match (m, n) <ul style="list-style-type: none"> ○ Picture Match grids Place each grid in a sheet protector. ○ Picture Cards, 5 sets, cut apart ○ envelopes Place one set of Picture Cards in each envelope.
<p>Introduction 6 minutes</p>	<p><i>Today we have a familiar Word Work activity, with different letters and sounds. Let me show you.</i></p> <p>Remind children how the Picture Match activity works while reinforcing the new letters/sounds children will work with (m, n).</p> <p><i>Names and Faces Memory is still available at the Word Work Station, as well. Pocket Chart, Listening and Speaking Talk Time, and Reading are also open. Let’s look at the [work board] to see where each group will begin.</i></p> <p>Review the groups and stations assignments. Dismiss children to begin working.</p>
<p>22 minutes</p>	<p>Monitor and support children’s activity. After about 10 minutes, signal children to move to their second stations.</p>
<p>2 minutes</p>	<p>Close Stations.</p>

Week 3, Day 3

Introduce a new Word Work activity: Sorting Beginning Sounds and Letters (rotate out Names and Faces Memory)
All other stations open

Materials and Preparation

Reading

- collection of high-interest picture books, organized on a bookshelf and in bins

Pocket Chart Station

- pocket chart to accommodate sentence strips
- “So Nice to Be Here” on sentence strips, from Day 1
- “So Nice to Be Here” on chart, from Week 2
- “So Nice to Be Here” child copies, from Day 1
- pointer
- drawing tools, optional

Writing

- “Towns in Maine” slides
- technology to allow children to revisit the slides independently
- children’s “My Neighborhood” drawings, from Read Aloud Week 2, Day 5
- writing and drawing tools

Listening and Speaking

- sets of Week 3 Talk Time image and prompt
- 1-minute sand timers, optional

Word Work

- Picture Match (**m, n**), from Day 2
- Sorting Beginning Sounds and Letters
 - Sorting Sheets, 5 copies
 - Letter Cards, 5 sets, cut apart
 - Picture Cards, 5 sets, cut apart
 - envelopes, one for each set of cards

Introduction
6 minutes

Today we have a new Word Work activity. It’s a bit like the Picture Match you’ve been doing.
Model opening an envelope, placing two letters at the top of the Sorting Sheet, and choosing pictures whose initial sounds match the chosen letters. Point out that each letter is represented by both upper and lowercase, and that both make the same sound.

	<p><i>Picture Match is still available at the Word Work Station, as well. Pocket Chart, Listening and Speaking Talk Time, and Reading are also open. Let's look at the [work board] to see where each group will begin.</i></p> <p>Review the groups and stations assignments. Dismiss children to begin working.</p>
22 minutes	<p>Monitor and support children's activity. After about 10 minutes, signal children to move to their second stations.</p>
2 minutes	<p>Close Stations.</p>

<p>Week 3, Days 4-5 All stations activities continue Community Conversations as needed</p>	
<p>Materials and Preparation</p>	<p>See Day 3.</p> <p>Review all small group assignments and make any adjustments. Intentionally plan small group rotations so that all children visit and revisit activities as needed.</p> <p>Plan to check in with individual children, and take observational notes to inform planning for the coming week.</p>
3 minutes	<p><i>You are becoming Stations experts! We don't have any new activities for the rest of this week. Some of you will revisit stations you have already worked in, and some of you will be doing new activities. Do you have any questions about activities you have been doing so far?</i></p> <p>Inform children of any changes to groups or rotations, and dismiss them to begin working.</p>
25 minutes	<p>Monitor and support children's activity. After about 12 minutes, signal children to move to their second stations.</p>
2 minutes	<p>Bring the group back together. <i>How did it go today? Is there anything we need to think about for tomorrow?</i></p>

Talk Time Week 3



<https://www.massaudubon.org/get-outdoors/wildlife-sanctuaries/boston-nature-center>



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Listening & Speaking Station: Talk Time U1 W3

What is going on in this picture?

What is going on in this picture?

What is going on in this picture?


What is going on in this picture?

Talk Time


Unit 1, Week 3



Picture Match: Find pictures that have the same beginning sound as the picture in the center.

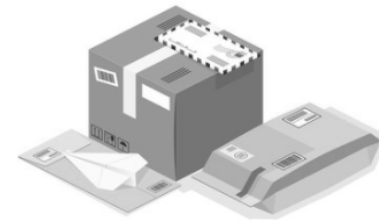
Picture Match: Find pictures that have the same beginning sound as the picture in the center.

Picture Cards: Copy 5 sets. Cut apart and place one set in each envelope.



Word Work Station U1 W3



Word Work Station U1 W3

Sorting Beginning Sounds and Letters (b, f, t)

Place one letter at the top of each column. Find the pictures that have the same beginning sound.

Sorting Beginning Sounds and Letters (b, f, t)

Letter Cards: Copy 5 sets and cut apart. Place a set of Letter Cards and a set of Picture Cards in each envelope.

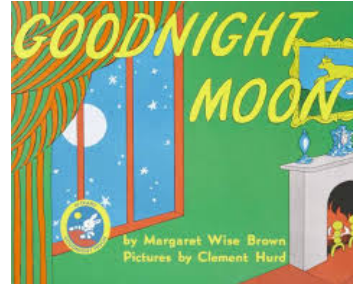
b	f	t
B	F	T

Picture Cards: Copy 5 sets and cut apart. Place a set of Letter Cards and a set of Picture Cards in each envelope.



Word Work Station U1 W3

Picture Cards: Copy 5 sets. Cut apart and place one set in each envelope with Letter Cards.



Word Work Station U1 W3

Sorting Beginning Sounds and Letters (b, f, t)

Letter Cards: Copy 5 sets and cut apart. Place a set of Letter Cards and a set of Picture Cards in each envelope.

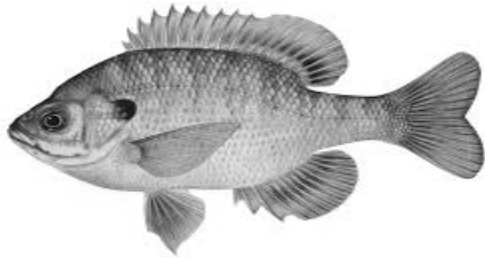
b	f	t
B	F	T

Picture Cards: Copy 5 sets and cut apart. Place a set of Letter Cards and a set of Picture Cards in each envelope.



Word Work Station U1 W3

Picture Cards: Copy 5 sets. Cut apart and place one set in each envelope with Letter Cards.



Word Work Station U1 W3