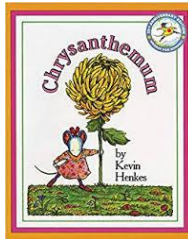
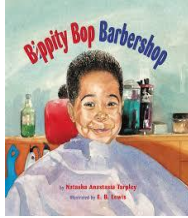


# Unit 1: Our Community

# WEEK 4 At a Glance

Texts



**Read Aloud**

Day 1: *Bippity Bop Barbershop*, Read 1  
 Day 2: *Bippity Bop Barbershop*, Read 2  
 Day 3: *Chrysanthemum*, Read 1  
 Day 4: *Chrysanthemum*, Read 2  
 Day 5: *Chrysanthemum*, Read 3; Unit Question Chart

**Centers**

Art Studio Table: Watercolors 1 (Days 2-5)  
 Art Studio Easel: Color Mixing 4 (Days 1-5)  
 Blocks: Our School Community (Days 4-5)  
 Dramatization: Barber Shop 1 (Days 3-5)  
 Library & Listening: Story Chest (Days 3-5)  
 Discovery Table: Tiny Kindergarten 1 (Day 5)  
 STEM 3: Listening Closely (Days 1-5)  
 Writing & Drawing: Scavenger Hunt 2 (Days 1-5)

**Writing: Personal Recount**

Days 1 & 2: Deconstruction: Purpose; Individual Construction: Telling Personal Recounts  
 Day 3: Individual Construction  
 Day 4 & 5: Deconstruction: Orientation Individual Construction

**Phonics Program:** Follow Guide

**Shared Reading:** "Sleeping Outdoors"

**Stations**

Teacher groups: strategically targeted small group instruction  
 Reading Independent and Partner Reading  
 Pocket Chart: "My Name"  
 Listening & Speaking:
 

- Talk Time
- Listen and Respond: *Bippity Bop Barbershop* (Day 1)

 Writing: *Full, Full, Full of Love*  
 Word Work: Sort Beginning Sounds and Letters; Beginning Sound BINGO

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

**Math:** Follow Guide

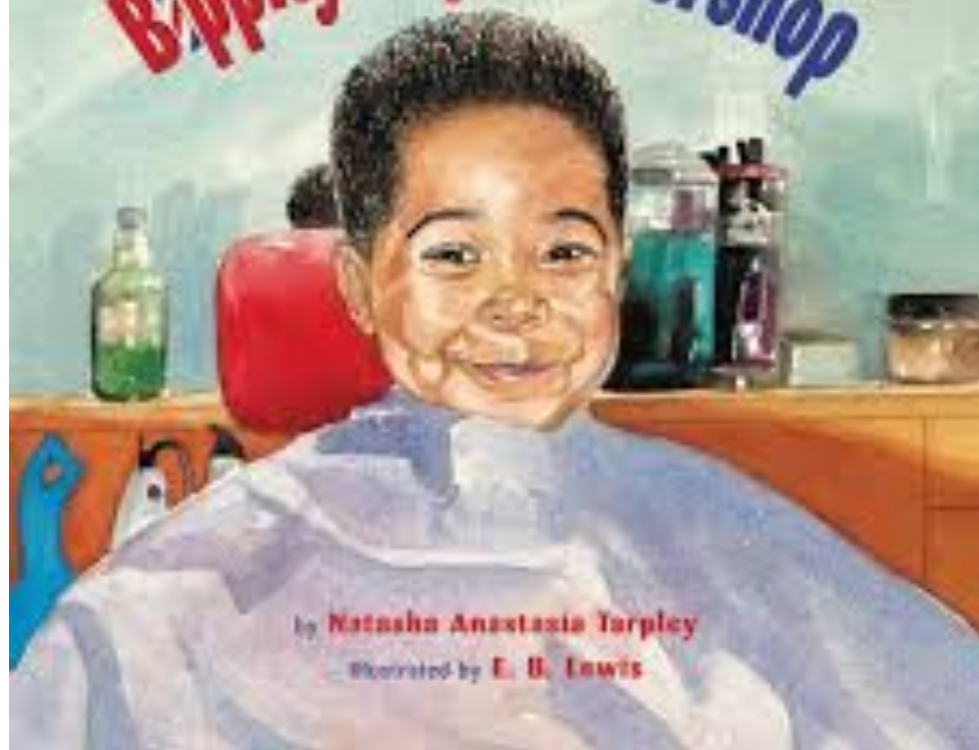


crowded



brave

# Bippity Bop Barbershop



by **Natasha Anastasia Tarpley**

Illustrated by **E. B. Lewis**

**brave**



# brave



# crowded



# crowded





perfect



wilt

Read Aloud Vocabulary U1 W4





dreadful



miserable



# Chrysanthemum



by  
Kevin  
Henkes

# perfect



# perfect



# dreadful



# dreadful



**wilt**



**wilt**



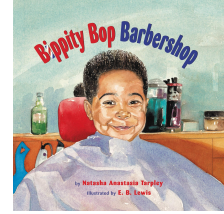


# miserable



# miserable





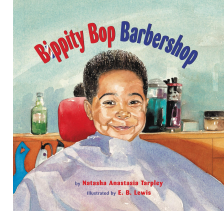
**Read Aloud**  
***Bippity Bop Barbershop***  
 Read 1 of 2, pages 1-16

|                                  |  |
|----------------------------------|--|
| <b>Big Idea</b>                  | Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.   |
| <b>Unit Question</b>             | What does it mean to be a member of a community?   |
| <b>Guiding Question</b>          | Who and what makes a community?  |
| <b>Content Objectives</b>        | I can use key details from the illustrations and words to describe the characters in <i>Bippity Bop Barbershop</i> . (R.11.K.a, R.11.K.c)  |
|                                  | I can answer questions about key words and phrases in the story. (R.7.K)   |
| <b>Language Objective</b>        | I can take turns speaking with my partner and listen respectfully when others are sharing. (SL.1.K.b)  |
| <b>Vocabulary</b>                | <p><b>brave:</b> not afraid, showing courage</p> <p><b>crowded:</b> filled with a lot of things or a lot of people</p> <p><b>prediction:</b> a guess about what might happen in the future</p>   |
| <b>Materials and Preparation</b> | <ul style="list-style-type: none"> <li>● <i>Bippity Bop Barbershop</i>, Natasha Anastasia Tarpley</li> <li>● Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the page that begins, “Early Saturday morning...”</li> <li>● <i>Bippity Bop Barbershop</i> vocabulary cards</li> <li>● Think, Pair, Share chart</li> </ul> <p>On the whiteboard write:</p> <p style="padding-left: 40px;">How is Miles feeling at the barbershop?</p> <p style="padding-left: 40px;">How is Miles’ Daddy an important member of his community?</p> |

|   |   |
|---|---|
| <p><b>Opening</b><br/>1 minute</p>                          | <p>Introduce the text.<br/><i>Today we are reading a story called Bippity Bop Barbershop. Here it says, “by Natasha Anastasia Tarpley.” What did she do?</i></p> <p><i>Natasha Anastasia Tarpley is the author; she wrote the words. E.B Lewis made the illustrations.</i><br/><i>Based on the cover and the title, what do you think the setting of the story might be?</i></p> <p>Set a purpose for reading.<br/><i>Today we’ll read the first half of the story. We’ll use details from the illustrations and words to describe the main character, Miles [point to the character on the cover]. We’ll also use details from the text to answer the question: How is Miles feeling at the barbershop? [Refer to the question on the whiteboard.]</i></p> |
| <p><b>Text and Discussion</b><br/>10 minutes<br/>page 3</p> | <p><i>The character Miles and his daddy have a secret knock! That sounds fun. The words and illustration on this page show them wearing matching jeans and gym shoes. How do you think Miles feels about his dad? What makes you think that?</i></p> <p>Harvest a few ideas.</p>  |
| <p>page 4</p>   | <p><i>Daddy uses the word “brave.” Let’s keep reading to learn what that word means.</i></p>  |
| <p>page 8</p>   | <p><i>Daddy has told us what <b>brave</b> means—not afraid, or showing courage. Why do you think he and the other men are telling Miles to be brave today?</i></p> <p>Elicit children’s ideas, and model referencing the text and illustrations to respond.</p>   |
| <p>page 13</p>  | <p><i>What does Miles mean when he says “None of the styles I see look like me”?</i></p> <p>Harvest a few ideas. Then read to the end of page 16.</p>   |
| <p><b>Key Discussion</b><br/>8 minutes</p>                  | <p>Show the illustration on page 15, and invite children to Think, Pair, Share. Refer to the steps of the routine as needed.<br/><i>How is Miles feeling at the barbershop? Use the illustration on this page and details from the story to answer this question.</i></p> <p>After the share, ask the second question on the whiteboard. Remind children to think before they talk with their partners.<br/><i>How is Miles’ Daddy an important member of his community?</i></p> <p><i>A <b>prediction</b> is when we use details from the story to think about what might happen next. What predictions do you have about what</i></p>   |

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|                            | <i>Miles will decide at the barbershop? What makes you think that?</i>  |
| <b>Closing</b><br>1 minute | <i>Tomorrow we will finish the story and see what happens with Miles at the barbershop!</i>   |
| <b>Standards</b>           | <p><b>R.7.K</b> With prompting and support, ask and answer questions about unknown words in a text.</p> <p><b>R.11.K.a</b> With prompting and support, describe the relationship between illustrations and the text.</p> <p><b>R.11.K.c</b> With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p><b>SL.1.K.b</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> |
| <b>Ongoing assessment</b>  | <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 the text to discuss the meaning of key words and phrases?</p>   |

**Notes**



WEEK 4 Day 2

**Read Aloud**  
***Bippity Bop Barbershop***  
 Read 2 of 2, pages 16-29

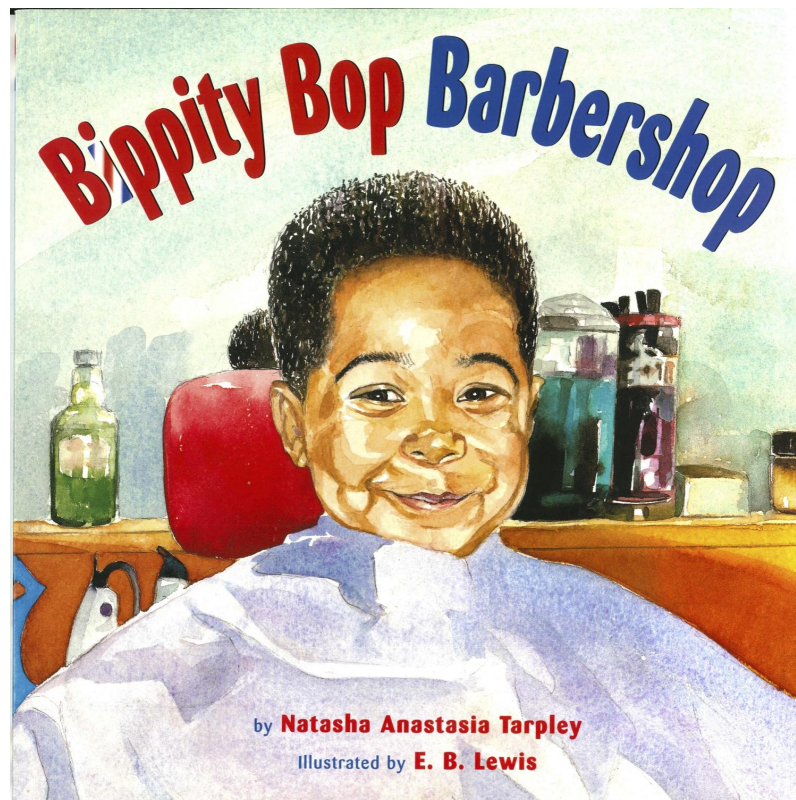
|                                  |   |
|----------------------------------|---|
| <b>Big Idea</b>                  | Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.  |
| <b>Unit Question</b>             | What does it mean to be a member of a community?  |
| <b>Guiding Question</b>          | Who and what makes a community?   |
| <b>Content Objective</b>         | I can use key details from the illustrations and words to describe the characters and setting in <i>Bippity Bop Barbershop</i> . (R.6.K.a, R.6.K.b, R.11.K.a, R.11.K.c)   |
| <b>Language Objective</b>        | I can describe the characters and setting in the story. (SL.3.K.a)  |
| <b>SEL Objective (Boston)</b>    | I can demonstrate awareness that people are members of a family, culture, and community. (SA.5.1)   |
| <b>Vocabulary</b>                | <b>brave:</b> not afraid, showing courage<br><b>crowded:</b> filled with a lot of things or a lot of people   |
| <b>Materials and Preparation</b> | <ul style="list-style-type: none"> <li>● <i>Bippity Bop Barbershop</i>, Natasha Anastasia Tarpley</li> <li>● <i>Bippity Bop Barbershop</i> vocabulary cards</li> <li>● <i>Bippity Bop Barbershop</i> slides for close reading</li> <li>● projector and screen</li> <li>● Think, Pair, Share chart</li> </ul> <p>On the whiteboard write:<br/>                     Why is the barbershop an important place in Miles' community?</p> |
| <b>Opening</b><br>1 minute       | Introduce the text.   |

|   |   |
|---|---|
|   | <p><i>Yesterday we read the first half of Bippity Bop Barbershop. How was Miles feeling where we left off?</i></p> <p>Set a purpose for reading.<br/> <i>Today we'll continue reading to find out what happens with Miles at the barbershop. We'll continue to use details from the illustrations and words to describe the characters, and we'll also describe the setting. We'll discuss this question: Why is the barbershop an important place in Miles' community? [Refer to the whiteboard.]</i></p>  |
| <p><b>Text and Discussion</b><br/> 8 minutes<br/> page 18</p>         | <p>Reread page 16 from the previous session, and then continue.</p> <p><i>Thumbs up if you predicted that Miles would pick a hairstyle just like his Daddy!</i></p>   |
| <p>page 19</p>  | <p><i>How is Miles feeling here? How do you know?</i><br/> Harvest a few ideas, directing children's attention to the line, "My heart starts beating fast again."</p>   |
| <p>page 21</p>  | <p><i>What does this illustration tell you about how Miles is feeling?</i><br/> Harvest a few ideas.</p>  |
| <p>page 26</p>  | <p><i>How is Miles feeling now? How do you know? Look at the illustration and use the words in the story.</i><br/> Harvest a few ideas.</p>   |
| <p><b>Key Discussion and Activity</b><br/> 10 minutes<br/> Slides</p> | <p>Show slide 1 (cover).<br/> <i>Let's look back at some important illustrations of the community in the barbershop.</i></p> <p>Show slide 2, but do not read the full text.<br/> <i>The text says that the barbershop is <b>crowded</b>, or has a lot of people in it. What do you notice about who is at this barbershop?</i></p> <p>Show slide 3, and read the text.<br/> <i>What is it like at the barbershop?</i><br/> <i>Why do these men come to the barbershop, besides to get a haircut?</i></p> <p>Show slide 4, reread the text, and invite children to Think, Pair, Share. Refer to the question on the whiteboard.<br/> <i>Why is the barbershop an important place in Miles' community?</i><br/> [Miles can spend special time with his dad; Miles can be around other Black men and boys; community members enjoy each other's company; Miles gets cared for by Mr. Seymour; Miles learns how to</p> |

|                            |   |
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|                            | be brave.]  |
| <b>Closing</b><br>1 minute | <p><i>The characters in our stories have special people and places in their communities. We'll think about the special people and places in our own communities during _____. [other community meeting time].</i></p> <p>Create a time to facilitate children's connections to and awareness of their own community resources and supports.</p>   |
| <b>Standards</b>           | <p><b>R.6.K.a</b> With prompting and support, identify characters settings and major events in a story.</p> <p><b>R.6.K.b</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>R.11.K.a</b> With prompting and support, describe the relationship between illustrations and the text.</p> <p><b>R.11.K.c</b> With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p><b>SL.3.K.a</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>SA 5.1. (Boston)</b> Demonstrate awareness of self as a member of a family, culture, and community. Identify systems of support.</p> |
| <b>Ongoing assessment</b>  | <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 barbershop?</p> <p>Do children use details from the text to connect the story to the unit topic of community?</p>  |

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| <b>Notes</b> |
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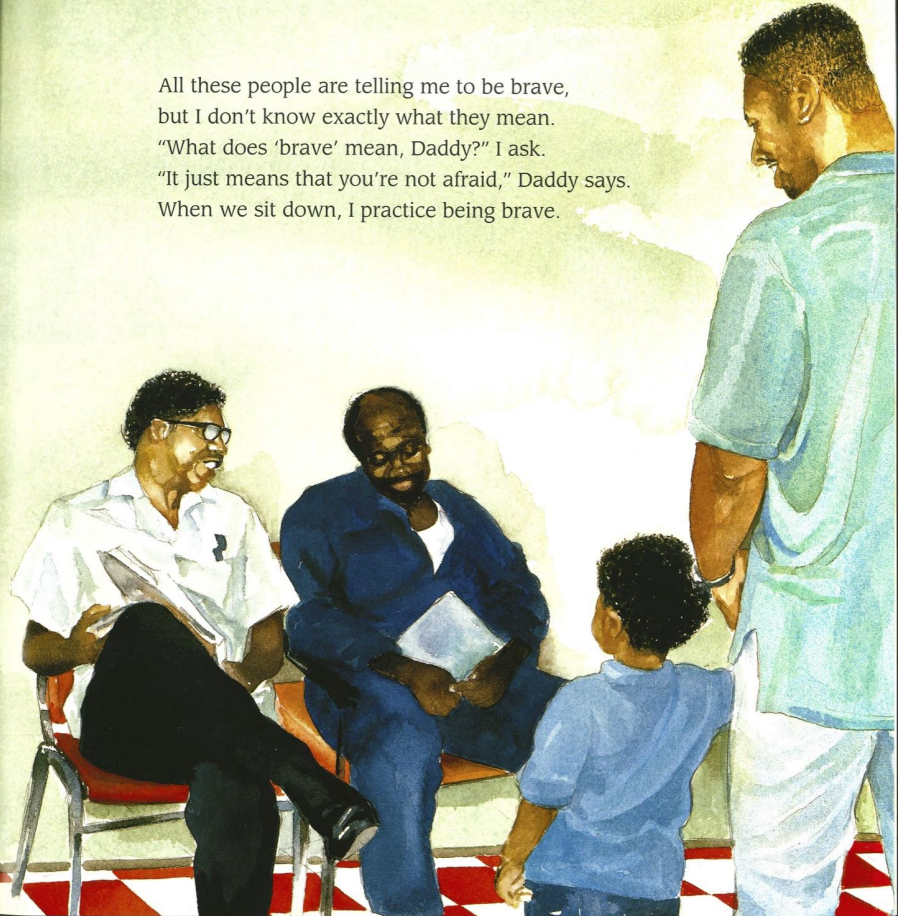
Read Aloud Week 4, Day 2

Selected pages for close reading

Inside, the shop is crowded.  
Daddy stops to whisper something to Mr. Seymour,  
and then we walk to the back of the shop to find a seat.  
"Hey there, Charles!" "Hey there, Little Man!" "What's going on?"  
people call out as we pass.  
"First haircut?" one of the men asks me. I nod yes.  
"Nothing to it," he says. "Just gotta be brave."



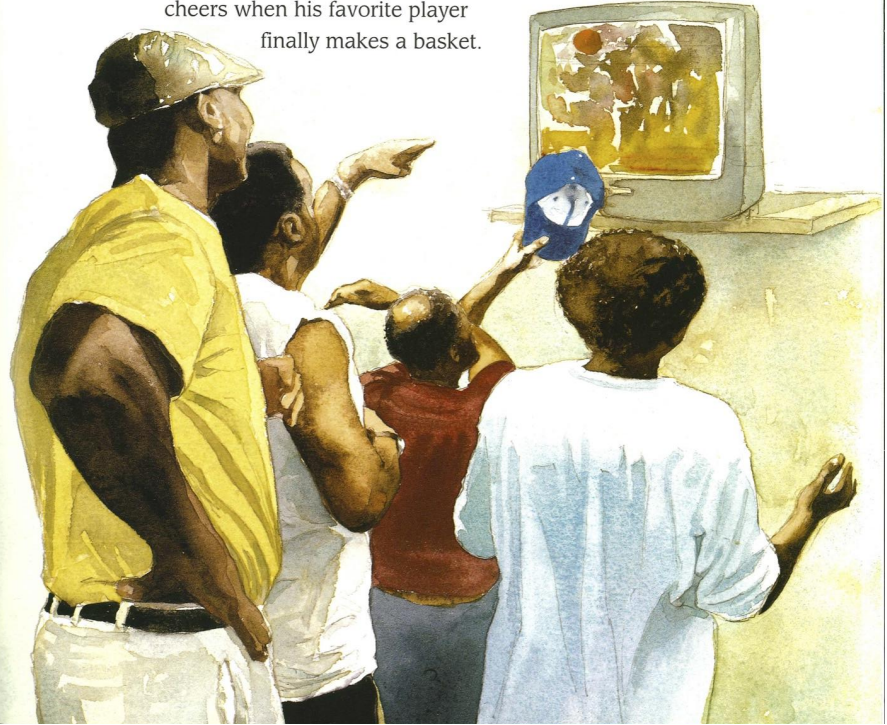
All these people are telling me to be brave,  
but I don't know exactly what they mean.  
"What does 'brave' mean, Daddy?" I ask.  
"It just means that you're not afraid," Daddy says.  
When we sit down, I practice being brave.



As Daddy and I wait our turn, we watch two men playing checkers.  
*Slap!* One of the men slams his checker on the board.  
"King me!" he shouts with his arms raised high.

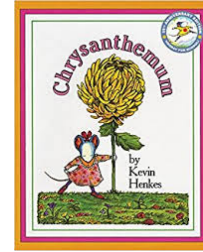


Another group of men is clustered around the television at the back of the shop watching a basketball game. "Come on, man, shoot the ball! What're you waiting for?" "Pass it, pass it!" "Foul! That was a foul! The ref must be blind!" "Whew, that boy can fly!" one man cheers when his favorite player finally makes a basket.



On the way out, some of the other men in the shop hold their hands up to me for high fives. "Looking sharp, man," they say. "Guess I can't call you Little Man anymore, Miles. You're one of the big boys, now," Mr. Seymour says, and shakes my hand. "See you next time."





**Read Aloud**  
***Chrysanthemum***  
Read 1 of 3

|                                  |   |
|----------------------------------|---|
| <b>Big Idea</b>                  | Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.  |
| <b>Unit Question</b>             | What does it mean to be a member of a community?  |
| <b>Guiding Question</b>          | How do we develop fairness, inclusivity, and friendship in our community?   |
| <b>Content Objective</b>         | I can use details from the text to identify and describe the characters, settings, and major events in <i>Chrysanthemum</i> . (R.6.K.a, R.6.K.b, R.8.K.a, R.8.K.b)  |
| <b>Language Objective</b>        | I can confirm understanding of a text read aloud by answering questions during a class discussion. (SL.2.K.a)   |
| <b>Vocabulary</b>                | <b>perfect:</b> as good as possible<br><b>dreadful:</b> really bad, terrible<br><b>wilt:</b> to droop, to be without energy<br><b>miserable:</b> sad and upset  |
| <b>Materials and Preparation</b> | <ul style="list-style-type: none"><li>• <i>Chrysanthemum</i>, Kevin Henkes<br/>Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the page that begins, "The day she was born..."</li><li>• <i>Chrysanthemum</i> vocabulary cards</li><li>• Chart paper and markers<br/>Prepare the following Story Elements chart.</li></ul> |

|  | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th colspan="2" style="text-align: center;">Story Elements</th> </tr> <tr> <td colspan="2" style="text-align: center;"><i>Chrysanthemum</i> by Kevin Henkes</td> </tr> <tr> <td colspan="2"><b>Orientation:</b></td> </tr> <tr> <td style="width: 50%;">Characters</td> <td style="width: 50%;">Setting</td> </tr> <tr> <td colspan="2"><b>Sequence of Events:</b></td> </tr> <tr> <td>Problem</td> <td>Resolution</td> </tr> <tr> <td colspan="2"><b>Message:</b></td> </tr> </table> <ul style="list-style-type: none"> <li>● Think, Pair, Share chart</li> </ul>   | Story Elements |  | <i>Chrysanthemum</i> by Kevin Henkes |  | <b>Orientation:</b> |  | Characters | Setting | <b>Sequence of Events:</b> |  | Problem | Resolution | <b>Message:</b> |  |
|--|--|----------------|--|--------------------------------------|--|---------------------|--|------------|---------|----------------------------|--|---------|------------|-----------------|--|
| Story Elements   |  |                |  |                                      |  |                     |  |            |         |                            |  |         |            |                 |  |
| <i>Chrysanthemum</i> by Kevin Henkes                           |  |                |  |                                      |  |                     |  |            |         |                            |  |         |            |                 |  |
| <b>Orientation:</b>  |  |                |  |                                      |  |                     |  |            |         |                            |  |         |            |                 |  |
| Characters   | Setting  |                |  |                                      |  |                     |  |            |         |                            |  |         |            |                 |  |
| <b>Sequence of Events:</b>                                     |  |                |  |                                      |  |                     |  |            |         |                            |  |         |            |                 |  |
| Problem  | Resolution   |                |  |                                      |  |                     |  |            |         |                            |  |         |            |                 |  |
| <b>Message:</b>  |  |                |  |                                      |  |                     |  |            |         |                            |  |         |            |                 |  |
| <p><b>Opening</b><br/>1 minute</p>                             | <p>Introduce the text.</p> <p><i>Today we are reading a story called Chrysanthemum, written and illustrated by Kevin Henkes. The child in the story is named after a kind of flower, a chrysanthemum. We see an illustration of a chrysanthemum flower here, on the front cover.</i></p> <p>Refer to the Story Elements chart.</p> <p><i>We've been learning that stories have an author, title, characters, setting, sequence of events, and a message.</i></p> <p>Set a purpose for the read.</p> <p><i>Today, we are going to use illustrations and text to learn about this new character, Chrysanthemum. We'll use details to describe how Chrysanthemum feels at different points in the story. Then, we'll complete part of our Story Elements chart and identify the problem in the story.</i></p> |                |  |                                      |  |                     |  |            |         |                            |  |         |            |                 |  |
| <p><b>Text and Discussion</b><br/>10 minutes</p> <p>page 1</p> | <p><b>Perfect</b> means really, really great—as good as possible. Both the mother and father say, “she’s <b>perfect</b>.” They love her just exactly the way she is.</p>   |                |  |                                      |  |                     |  |            |         |                            |  |         |            |                 |  |

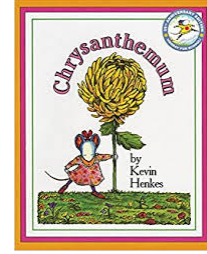
|   |   |
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| pages 6   | <p><i>How does Chrysanthemum feel about her name? What makes you think that?</i></p> <p>Harvest several responses.</p>  |
| page 8  | <p><i>When she heard the other children’s comments, Chrysanthemum <b>wilted</b>. I’m going to show you “wilt” with my body [show a drooping gesture]. How do you think I’m feeling if I do that with my body?</i></p> <p><i>Chrysanthemum felt sad, so sad that she drooped or wilted, like a flower that isn’t fresh anymore. How can you show what you would look like if you wilted?</i></p>   |
| Page 17   | <p><i>How does Chrysanthemum feel about her name now?</i></p> <p>Harvest a few responses.</p> <p><i>What has made her feelings change?</i></p> <p>Harvest a few responses and facilitate a brief conversation to identify that her classmates are teasing Chrysanthemum.</p> <p>Read to the end of the text.</p>  |
| <b>Key Discussion and Activity</b><br>8 minutes | <p>Refer to the Story Elements chart and invite children to identify the characters [Chrysanthemum, her parents, classmates, and Ms. Twinkle] and settings [home and school]. Record these on the chart.</p> <p><i>Remember that stories often have a sequence of events that includes a problem and a resolution.</i></p> <p><i>Let’s Think, Pair, Share: What is the problem in the story?</i></p> <p>Support children’s conversation by turning to key pages of text. During the share, record the story’s problem on the chart. [Chrysanthemum’s classmates tease her about her name; this makes her feel sad and dislike her name.]</p> <p>The Resolution and Message will be completed in subsequent lessons.</p> |
| <b>Closing</b><br>1 minute                      | <p><i>Tomorrow we will read the story again, and we’ll act it out to help us understand it a bit more.</i></p>  |
| <b>Standards</b>                                | <p><b>R.6.K.a</b> With prompting and support, identify characters settings and major events in a story.</p> <p><b>R.6.K.b</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>R.8.K.a</b> Identify texts that tell stories.</p> <p><b>R.8.K.b</b> Identify texts that provide information.</p> <p><b>SL.2.K.a</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering</p>   |

|                           |  |
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|                           | questions about key details and requesting clarification if something is not understood.   |
| <b>Ongoing assessment</b> | Listen to children’s responses during whole group conversation and Think, Pair, Share.<br>Do children reference specific details in illustrations and words to explain their thinking?<br>Do children demonstrate understanding of story elements?<br>Do children confirm understanding through engagement in discussion routines? Do they seek clarity if the text is not understood? |

**Notes**



WEEK 4 Day 4



**Read Aloud**  
*Chrysanthemum* Read 2 of 3

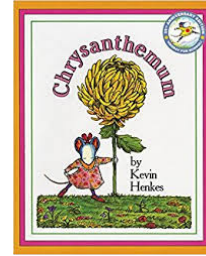
|                                  |  |
|----------------------------------|--|
| <b>Big Idea</b>                  | Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.   |
| <b>Unit Question</b>             | What does it mean to be a member of a community?   |
| <b>Guiding Question</b>          | How do we develop fairness, inclusivity and friendship in our community?   |
| <b>Content Objectives</b>        | <p>I can use details from the text to describe the problem and resolution in the story. (R.8.K.a, R.8.K.b)</p> <p>I can act out the characters and major events before retelling the story of <i>Chrysanthemum</i>. (R.5.K.a, R.5.K.b)</p>   |
| <b>Language Objective</b>        | I can explore nuances in word meaning by acting out character actions and feelings from the story. (L.5.K)   |
| <b>Vocabulary</b>                | <p><b>perfect:</b> as good as possible</p> <p><b>dreadful:</b> really bad, terrible</p> <p><b>wilt:</b> to droop, to be without energy</p> <p><b>miserable:</b> sad and upset</p>  |
| <b>Materials and Preparation</b> | <ul style="list-style-type: none"> <li>● <i>Chrysanthemum</i>, Kevin Henkes</li> <li>● <i>Chrysanthemum</i> vocabulary cards</li> <li>● <i>Chrysanthemum</i> Story Elements chart, from Day 3</li> </ul> <p>Plan for partners who will be able to support each other in retelling the story.</p> |
| <b>Opening</b><br>1 minute       | <p>Introduce and review the text.</p> <p><i>Today we'll read Chrysanthemum again. Let's look at our chart to remind ourselves of some of its story elements.</i></p>   |

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|   | <p>Read over the elements completed in the previous lesson.</p> <p>Set a purpose for the read.<br/> <i>Remember when we read Abiyoyo and acted it out? And you've been acting out some of our stories during Centers? Today we'll act out Chrysanthemum. We'll use important details in the story to show how Chrysanthemum was feeling with our bodies and words.</i></p> <p><i>Acting out the story will prepare us to retell the story with a partner at the end of our Read Aloud lesson.</i></p>  |
| <p><b>Text and Discussion</b><br/>12 minutes</p> <p>Pages 1-6</p> | <p>Gather children in a circle to act out the story as it is being read aloud. Go around the circle to invite children to act out various characters as they appear and exit the narrative.</p> <p>Note: as in Story Acting, children may pass if they would like to, but allowing them to choose specific roles is not recommended, as it takes significantly more time and undermines the message that in acting, actors can play any part.</p>  |
| <p>pages 7-13</p>   | <p>Pause to allow new children to act the parts of Chrysanthemum, mother, father, Rita, Jo, and Victoria.<br/> <i>It's important in our class community to take turns.</i><br/> <i>Thank you ___ and ___ for helping us act out the beginning of the story!</i></p> <p>Invite the child acting out to Chrysanthemum to demonstrate the meanings of the following words: wilted, dreadful, miserable (miserably). Prompt all children to use details from the text to determine the meaning of these words. Encourage children around the circle to suggest gestures and provide feedback to demonstrate nuances in word meaning.</p> <p>At the end of this section, have actors return to the group.</p> |
| <p>page 9</p>   | <p>Turn back to page 9.<br/> <i>Ms. Chud asks Victoria to put her head down. Does that help solve the problem of Victoria treating Chrysanthemum with disrespect?</i><br/> Harvest a few responses and facilitate a brief discussion.<br/> <i>As we keep reading let's see how other adults help solve the problem differently.</i></p>  |
| <p>page 14-24</p>   | <p>Invite new actors into the center of the circle to continue acting out the story.</p>   |

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| page 18                                    | <p><i>What does Chrysanthemum’s mother mean when she says the other children are “just jealous” when Chrysanthemum explains how she is being treated at school?</i></p> <p>Harvest a few responses and provide clarity as needed.</p>  |
| pages 25 to the end                        | <p>Invite new actors into the center of the circle to continue acting out the story. Focus attention on the character Ms. Twinkle.</p>   |
| <p><b>Key Discussion</b><br/>6 minutes</p> | <p><i>How was the problem in the story resolved?</i> [Ms. Twinkle showed Chrysanthemum’s classmates how to be caring and shared her name—also a flower, and very long.]</p> <p><i>What was different about how Ms. Twinkle responded than the other members of the school community?</i> [She stood up for Chrysanthemum and showed others how to be caring.]</p> <p>Refer to the Story Elements chart.</p> <p><i>A story’s message teaches the reader something. Based on how Ms. Twinkle acted, what is the story’s message?</i> [Stand up for someone when they are being mistreated, don’t tease just because others are.]</p> <p>Record the Resolution and the Message on the chart.</p> <p><i>Now that you’ve heard this story twice, you’ll have a chance to retell it. With your partner, take turns telling the important events from the story in order.</i></p> |
| <p><b>Closing</b><br/>1 minute</p>         | <p><i>Many of us were upset by how Chrysanthemum’s school community treated her. Tomorrow we will have a chance to think, talk, and write about how her classmates could have acted differently.</i></p>   |
| <p><b>Standards</b></p>                    | <p><b>R.8.K.a</b> Identify texts that tell stories.<br/> <b>R.8.K.b</b> Identify texts that provide information.<br/> <b>R.5.K.a</b> Retell familiar texts with prompting and support, including details about who, what, when, where and how.<br/> <b>R.5.K.b</b> Retell key details of text with prompting and support, including the main topic.<br/> <b>L.5.K</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p>  |
| <p><b>Ongoing assessment</b></p>           | <p>Listen to children’s responses during whole group conversation and Think, Pair, Share.</p> <p>Do children demonstrate understanding of story elements?<br/> How do children demonstrate understanding of nuances in word meaning?<br/> How does acting out the story support children’s comprehension?</p>  |

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|  | Do children retell the most important events in the story? |
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**Notes**



**Read Aloud**  
***Chrysanthemum***  
 Read 3 of 3

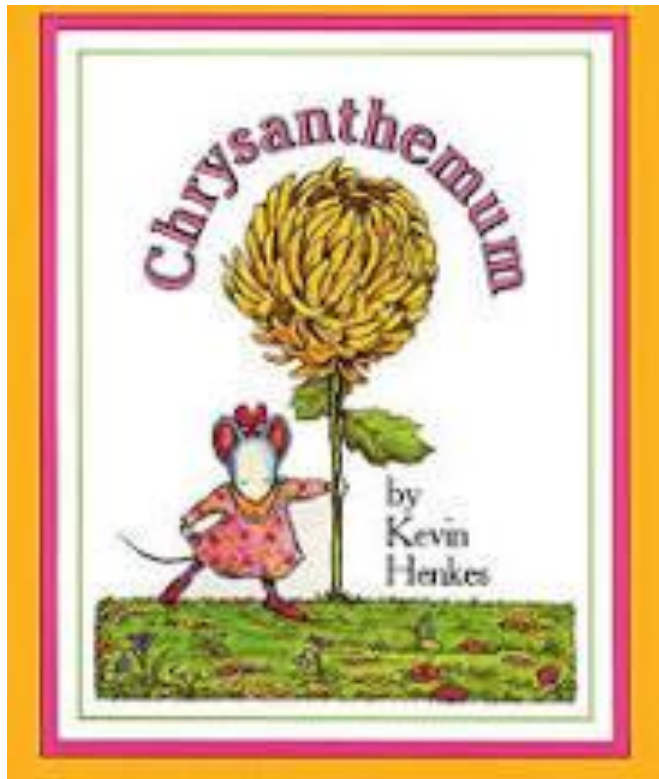
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| <b>Big Idea</b>                  | Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.   |
| <b>Unit Question</b>             | What does it mean to be a member of a community?   |
| <b>Guiding Question</b>          | How do we develop fairness, inclusivity and friendship in our community?   |
| <b>Content Objectives</b>        | <p>I can use key details from the text to answer questions about characters. (R.4.K)</p> <p>I can identify and describe characters in several stories who are caring members of their communities. (R.11.K.b, R.11.K.d, Civics &amp; Government 3)</p> |
| <b>Language Objective</b>        | I can describe characters by describing their actions. (SL.3.K.a)  |
| <b>SEL Objective (Boston)</b>    | I can create a new scene for the story that shows how Chrysanthemum’s classmates could have changed their behavior in response to her feelings. (SR. 3.1, SR 4.1)  |
| <b>Vocabulary</b>                | <p><b>perfect:</b> as good as possible</p> <p><b>dreadful:</b> really bad, terrible</p> <p><b>wilt:</b> to droop, to be without energy</p> <p><b>miserable:</b> sad and upset</p>  |
| <b>Materials and Preparation</b> | <ul style="list-style-type: none"> <li>● <i>Chrysanthemum</i>, Kevin Henkes</li> <li>● <i>Chrysanthemum</i> slides, for close reading</li> <li>● projector and screen</li> <li>● <i>Chrysanthemum</i> vocabulary cards</li> </ul>                      |

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|  | <ul style="list-style-type: none"> <li>● <i>Chrysanthemum</i> Story Elements chart, from previous days</li> <li>● markers and tape</li> <li>● large blank paper</li> </ul> <p>Trace and cut out 4 large speech bubbles.</p> <ul style="list-style-type: none"> <li>● Think, Pair, Share chart</li> </ul>   |
| <p><b>Opening</b><br/>1 minute</p>                               | <p>Introduce and review the text.<br/><i>Yesterday we acted out the story Chrysanthemum. Many of us felt upset about the way her classmates treated the main character.</i></p> <p>Set a purpose for the read.<br/><i>Today, we'll read one event in the story closely. We'll imagine, through acting, how Victoria, Rita, and Jo might have acted differently based on Chrysanthemum's feelings.</i></p> <p><i>After we act out our new scene for the story, we'll tell it and write it down.</i></p>   |
| <p><b>Text and Discussion</b><br/>7 minutes<br/><br/>page 15</p> | <p>Gather children in a circle. Reread page 15 and display the image on the slide for close viewing.<br/><i>Look at this illustration of Chrysanthemum. What feelings does she show on her face?</i></p> <p>Harvest a few responses.<br/><i>When Victoria teases her, Rita, and Jo might feel peer pressure to join Victoria—they might feel that Victoria wants them to do the same thing she is doing. What could they do differently when they see Chrysanthemum's face?</i></p> <p>Harvest a few responses. Facilitate imagining a scenario in which Rita and Jo stand up for Chrysanthemum rather than join Victoria in teasing her.</p> <p><i>Let's act out this new scene!</i></p> <p>Invite children to come to the center of the circle to act out the new scene they suggest. Act out more than one scene if children have multiple ideas.</p> |
| <p><b>Key Activity</b><br/>6 minutes</p>                         | <p><i>Through acting, you just created a new scene for this story! Let's write it down. We can use speech bubbles to show what Rita and Jo say in our new scene.</i></p> <p>Invite children to recreate the dialogue from their new scene(s) on the speech bubbles, using a shared writing approach.</p> <p><i>How do you think these kind words would have made Chrysanthemum feel?</i><br/><i>How do you think it would have made Rita and Jo feel to treat Chrysanthemum with kindness?</i></p>   |

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|   | Harvest several responses and facilitate a brief discussion about empathy and the positive reward of treating others with kindness. This discussion can be extended during a community meeting at another time.  |
| <b>Closing</b><br>3 minutes             | <p><i>Before we add to our Unit Question Chart today, let's remember some characters in the stories we've been reading who have been caring members of their communities.</i></p> <p>Invite children to Think, Pair, Share.</p> <p><i>Which characters from our stories acted as caring community members of their communities? What did they do to be caring?</i></p>   |
| <b>Unit Question Chart</b><br>3 minutes | <p>Refer to the Unit Question Chart.</p> <p><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 treat each other with respect and care; members of a community support each other and stand up for each other; a community can be family, school, neighborhood, or other group.</p>   |
| <b>Standards</b>                        | <p><b>R.4.K</b> Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p><b>R.11.K.b</b> With prompting and support, compare and contrast the experiences of characters in two or more familiar texts.</p> <p><b>R.11.K.d</b> With prompting and support, compare and contrast two texts on the same topic.</p> <p><b>Civics and Government 3</b> 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><b>SL.3.K.a</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>SR 3.1. (Boston)</b> Recognize positive indicators of healthy relationships and problem-solving strategies when faced with peer pressure and conflict. Develop voice and advocate for one's beliefs.</p> <p><b>SR 4.1. (Boston)</b> Demonstrate consideration of others. Contribute to the well-being of the school and community with voice and active participation.</p> |
| <b>Ongoing assessment</b>               | <p>Listen to children's responses during whole group conversation and Think, Pair, Share.</p> <p>Do children demonstrate understanding of story elements?</p> <p>How do children demonstrate understanding of nuances in word meaning?</p> <p>How does acting out the story support children's comprehension?</p> <p>Do children retell the most important events in the story?</p>  |

Read Aloud U1 W4 Day 5





Read Aloud Week 4, Day 5

Page 15 for close reading

“She even *looks* like a flower,” said Victoria, as  
Chrysanthemum entered the playground.

“Let’s pick her,” said Rita, pointing.

“Let’s smell her,” said Jo.

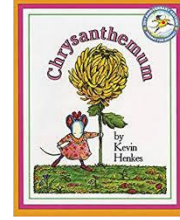
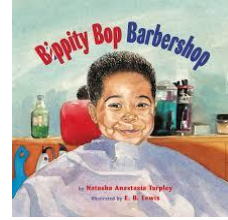


Chrysanthemum wilted.

She did not think her name was absolutely perfect.

She thought it was absolutely dreadful.

WEEK 4 Day 2



## Art Studio: Watercolors 1

Watercolors are introduced. Children explore the properties of the new medium.

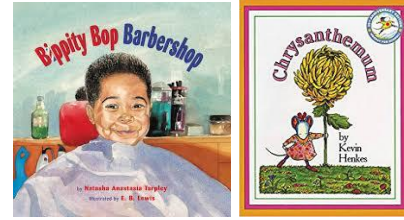
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| <b>Big Ideas</b>                 | Individuals or citizens come together to work, live, learn and relate to each other in communities.<br>People in communities represent their experiences and traditions through artistic expression.   |
| <b>Guiding Questions</b>         | What does it mean to be a member of a community?<br>How do you most effectively communicate your thoughts, ideas, feelings and traditions?   |
| <b>Vocabulary</b>                | <p><b>materials:</b> things needed for an activity</p> <p><b>represent:</b> to show</p> <p><b>precious:</b> very special</p> <p><b>disappear:</b> to go completely away, to become unable to be seen</p> <p><b>imagine:</b> to form a picture in one’s mind</p> <p><b>brushstroke:</b> the mark made by a paintbrush</p>   |
| <b>Materials and Preparation</b> | <ul style="list-style-type: none"> <li>● Steps for Watercolor Painting, make copies as needed</li> <li>● watercolor paints</li> <li>● watercolor paper</li> <li>● brushes of different sizes</li> <li>● containers for water</li> <li>● paper towels or clean rags</li> </ul> <p>Set up the Art Studio Table with a water container for each child or pair of children. Arrange paper, brushes of different sizes, rags/paper towels, and Steps for Watercolor Painting.</p> |
| <b>Intro to Centers</b>          | <p><i>Today in the Art Studio we will be using watercolor paints. Watercolors are a little bit different from the tempera paints we’ve been using.</i></p> <p>Show the materials needed for watercolor painting.</p>   |

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|                       | <p><i>You use the brush to mix clean water into the hard paint, and how much water you use affects how the paint looks on the paper. You can paint anything you want to with watercolors, including designs. Let's see.</i></p> <p>Refer to the Steps for Watercolor Painting, pausing and noticing aloud what happens at each step. Show ways to use and manipulate the paint. Model cleaning the brush in a separate water container before switching colors.</p> <p>Allow children to make observations and ask questions.</p> <p>Model and explain the clean up process.<br/> <i>When you are finished painting, make sure to prepare the work space for another artist: put some fresh, clean water in the water cup, make sure the brushes are clean and ready, and wipe the table. This way, your friend's paper won't get wet before she or he begins painting.</i></p> |
| <b>During Centers</b> | <p>Draw connections between the approaches and ideas of children working at the table together, and encourage them to collaborate on their paintings. Talk with children about the colors they are using and what they are noticing about how the paint behaves.</p> <p>Notice if and how children are using the Steps for Watercolor Painting.</p> <p>Take photographs of children working and their resulting paintings.</p>  |
| <b>Facilitation</b>   | <ul style="list-style-type: none"> <li>● What happens when you add more water to the paint?</li> <li>● What happens when you use less water?</li> <li>● What happens when you paint one color over another color?</li> <li>● What do you notice is similar or different between watercolors and tempera paints?</li> </ul>  |
| <b>Standards</b>      | <p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p><b>VA.K.1. (Boston)</b> Use a variety of materials and media, for example, crayons, chalk, paint, clay, various kinds of papers, textiles, and yarns, and understand how to use them to produce different visual effects</p>  |

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| <b>Notes</b> |
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# Steps for Watercolor Painting





### Art Easel: Color Mixing 4

At the easel and/or table, children continue to experiment with colors and to build the collection of paints for the classroom community to share and use together.

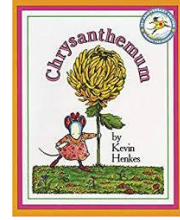
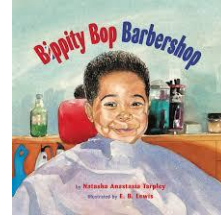
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| <b>Big Ideas</b>                 | Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.<br>People in communities represent their experiences and traditions through artistic expression.   |
| <b>Guiding Questions</b>         | When is it important to work in a group or independently?<br>How do you most effectively communicate your thoughts, ideas, feelings and traditions?   |
| <b>Vocabulary</b>                | <p><b>curious:</b> interested</p> <p><b>disappear:</b> to go completely away, to become unable to be seen</p> <p><b>imagine:</b> to form a picture in one’s mind</p> <p><b>notice:</b> to see, to pay attention to something</p> <p><b>represent:</b> to show</p> <p><b>creativity:</b> the use of imagination</p> <p><b>shade:</b> a darker or lighter color than a similar one</p> <p><b>tint:</b> a shade or kind of color</p> <p><b>primary colors:</b> yellow, blue, and red; the colors from which other colors can be made</p> |
| <b>Materials and Preparation</b> | <ul style="list-style-type: none"> <li>● easel</li> <li>● tempera paints, all colors used and mixed so far</li> <li>● brushes</li> <li>● large paper</li> <li>● paint cups, such as small, clear plastic or glass jars, with lids</li> <li>● pencils</li> <li>● containers of water</li> <li>● spoons</li> <li>● mixing trays/palettes</li> </ul>   |

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|                         | <ul style="list-style-type: none"> <li>● a collection of books about and featuring color (see list, Week 1)</li> <li>● masking tape</li> <li>● markers</li> </ul> <p>Set up the Easel as in previous weeks.</p> <p>Flag a page in <i>Bippity Bop Barbershop</i> or <i>Chrysanthemum</i> with an interesting color that might be achieved by mixing available colors.</p>   |
| <b>Intro to Centers</b> | <p><i>This week, if you would like to, you can try mixing together some of the paint colors you have made before to see what kinds of new colors, shades, and tints you can make.</i></p> <p>Hold up some of the colors children have made and saved in containers.<br/><i>Think about what new colors you would like to make and which colors you could use to do that.</i></p> <p>Turn to the flagged page.<br/><i>For example, if you wanted to make this color in Bippity Bop Barbershop, what colors might you mix together?</i></p> <p><i>What other colors might you like to make?</i></p> <p><i>Remember to experiment with just a little bit of paint at a time, noticing how the colors change as you add and mix.</i></p> |
| <b>During Centers</b>   | <p>As children continue mixing paint, notice the colors they are making. Ask them to name and label new paint colors.</p> <p>Encourage children to take a look at this week’s Read Alouds 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>  |
| <b>Facilitation</b>     | <ul style="list-style-type: none"> <li>● What do you like about the color you are making?</li> <li>● What color are you making when you mix _____ with _____?</li> <li>● How much paint do you need to add to change the color?</li> <li>● What happens to those colors when you mix them together?</li> <li>● What would you name the color you are making?</li> </ul>  |
| <b>Standards</b>        | <p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p><b>SL.3.K.b</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>   |

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|  | <b>VA.K.1. (Boston)</b> Use a variety of materials and media, for example, crayons, chalk, paint, clay, various kinds of papers, textiles, and yarns, and understand how to use them to produce different visual effects |
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**Notes**





## Blocks: Our School Community

Children use blocks to represent the school building.

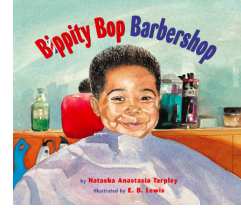
Note: This activity should extend over the course of several days without being dismantled.

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| <p><b>Big Ideas</b></p>                 | <p>Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.<br/>                 A strong, interdependent community has qualities such as:</p> <ul style="list-style-type: none"> <li>● common values, expectations, norms, and organizational systems.</li> </ul>  |
| <p><b>Guiding Questions</b></p>         | <p>Why is collaboration and working together important?<br/>                 When is it important to work in a group or independently?</p>  |
| <p><b>Vocabulary</b></p>                | <p><b>model:</b> a three-dimensional representation of something, usually smaller than the original<br/> <b>collaborate:</b> to work together<br/> <b>communicate:</b> to share ideas<br/> <b>community:</b> a group of people who live, work, or do things together<br/> <b>build:</b> to construct<br/> <b>represent:</b> to show</p>   |
| <p><b>Materials and Preparation</b></p> | <ul style="list-style-type: none"> <li>● unit blocks and other types of blocks (foam blocks, Kapla blocks, hollow blocks, snap blocks, etc.)</li> <li>● figurines of people</li> <li>● blank paper</li> <li>● writing and drawing tools</li> <li>● clipboards</li> <li>● chart paper</li> <li>● markers</li> <li>● sticky notes or scrap paper, for making labels</li> <li>● School Scavenger Hunt recording sheets, from the Writing and Drawing Center, Week 3</li> </ul> |

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|                                | <p>Collect images and/or take photos of different areas of the school building. Print these and make them available in the Blocks Center.</p>   |
| <p><b>Intro to Centers</b></p> | <p><i>Today you can begin building a model of our school in the Blocks Center. Before you begin, let's think about some of the different areas of the school you might include in your model.</i></p> <p><i>Last week we went on scavenger hunts around the school. Close your eyes and remember one of the places you visited. Where did you go?</i></p> <p>Invite children to turn and talk to help each other remember specific places they went. Reference notes from the scavenger hunts, as useful.</p> <p><i>As you share the places you remember visiting, I'll write them down. You can reference this list as you build.</i></p> <p>As appropriate, ask children to help write on the chart.</p> <p><i>Do you think you could collaborate to build a structure that represents, or shows, our entire school? You might want to start by first making a sketch, and then begin to build your model. This will probably take at least a few days and will need lots of builders' thinking, since it's such a complicated structure. Everyone will have a chance to collaborate and add to the model.</i></p> <p><i>When you add something new, be thoughtful about the work that other people have already done. If you want to make a big change to the structure, you might need to get feedback from other builders first.</i></p> |
| <p><b>During Centers</b></p>   | <p>Accompany a small group of children to the center, bringing the list of places created during the Intro to Centers.</p> <p>Invite children to sketch first, perhaps having each child choose a different area. Encourage children to collaborate and share their ideas about how to sketch and build the different parts of the school building. Encourage them to reference their sketches as they build and to create labels for the different areas of the school so that other builders can reference them and not rebuild existing areas.</p>   |
| <p><b>Facilitation</b></p>     | <ul style="list-style-type: none"> <li>● Which area of the school would you like to work on? What makes this area important in our school community?</li> <li>● How does sketching the parts of the classroom help you to build the model?</li> <li>● Is the _____ close to or far away from the _____? Where should these two places be built to show that?</li> <li>● How will you represent the _____?</li> <li>● Can you find a square part of a block you used? How do you know it is a square?</li> </ul>   |

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| <b>Standards</b> | <p><b>SL.2.K.b</b> Ask and answer questions in order to seek help, gather information, or clarify something that is not understood.</p> <p><b>SL.3.K.b</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>Geography 1</b> 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> <p><b>Geography 2</b> Students understand the influence of geography on individuals and their immediate surroundings by identifying the impacts of geographic features on individuals and families.</p> |
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## Dramatization: Barber Shop/Hair Salon 1

Children use the Dramatization Center to act out scenes from *Bippity Bop Barbershop* and from their own experiences. Children will decide how to arrange the space, what supplies are needed, and what services will be offered.

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| <b>Big Idea</b>                  | Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.   |
| <b>Guiding Question</b>          | What does it mean to be a member of a community?   |
| <b>Vocabulary</b>                | <p><b>community:</b> a group of people who live, work, or do things together</p> <p><b>brave:</b> not afraid, showing courage</p> <p><b>crowded:</b> filled with too many things or too many people</p> <p><b>customer:</b> person who pays for a good or a service</p>  |
| <b>Materials and Preparation</b> | <ul style="list-style-type: none"> <li>● dramatic play furniture: sink, table, chairs</li> <li>● large pieces of fabric</li> <li>● clothespins</li> <li>● realia related to tools and supplies used at barbershops and hair salons (or images of these), such as nets, brushes, picks, etc.</li> <li>● empty shampoo and conditioner containers</li> <li>● supplies for making other props and signs</li> </ul> <p>Note: Avoid supplying real scissors, as even those that are dull and made of plastic may cut hair.</p> <p>Set these props aside in a box or bin for the Intro to Centers.</p> <ul style="list-style-type: none"> <li>● baby dolls</li> <li>● non-fiction and fiction books and images, representing diverse barbershops, hair salons, and hair styles</li> </ul> <p>Place these images and texts in the center for children’s reference.</p> <ul style="list-style-type: none"> <li>● chart paper and marker</li> <li>● clipboards</li> <li>● paper</li> <li>● markers/pencils</li> </ul> |

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|                         | <ul style="list-style-type: none"> <li>● tape</li> </ul> <p>Arrange the area minimally so that children have a cleared space in which to create a new setting.</p> <p>Note: Because of family tradition, culture, religion, or personal preference, many children may not show or allow others to touch their hair.</p> <p>This activity will continue into Week 5. Consider planning a visit to a barbershop or hair salon and/or having an expert visit the classroom.</p>   |
| <b>Intro to Centers</b> | <p><i>Have you noticed that the Dramatization Center looks different today? That's because, inspired by Bippity Bop Barbershop, we will begin to set up a barbershop and/or a hair salon! What kinds of materials do you think we will need? How will people be able to tell that this space is a barbershop or hair salon?</i></p> <p>As children share ideas, record them on chart paper.</p> <p><i>You have a lot of ideas! Some of the things you mentioned might be in this box.</i></p> <p>Look through the box of props. Pass a few around the group.</p> <p><i>There are some things we don't have that you may need. I wonder if you'd like to write a letter to your families, asking them to contribute some of these things to our classroom barbershop?</i></p> <p>Indicate writing and drawing materials available for letter writing.</p> <p><i>You could also make some of them yourselves, using materials we have in the classroom. For example, we do not have real scissors here, because we don't want anyone's hair to get cut by accident. What could you use for scissors?</i></p> <p><i>If you are not sure about what would be useful for setting up a barbershop or hair salon, you can do some research by looking through these books and images.</i></p> <p><i>Once you have set up the barbershop [or hair salon], you can start pretending to cut and style hair! You can use the dolls as customers, or just for practice!</i></p> <p>Leave the collection of materials in the center for children to unpack and arrange.</p> |
| <b>During Centers</b>   | <p>Allow children to unpack and arrange props and materials according to the discussion at Intro to Centers. Encourage them to be purposeful in</p>  |

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|                            | <p>organizing materials so that they are accessible to all and easy to care for. This might include making labels for shelves or bins.</p> <p>Encourage children to make signs for the entrance and for services they are offering, with paper and writing and drawing tools available in the Dramatization and the Writing and Drawing Centers.</p> <p>As children set up and begin to enact scenarios in the barbershop/salon, talk with them to support connections to the text(s) and to their own experiences. Supply relevant vocabulary. Probe for information about children’s experiences with and feelings about hair care.</p> <p>Engage children in conversations about the provision of services at the barbershop/salon: how much services cost, how the exchange of money for service works, what conversation supports that exchange, and why a service costs money.</p> <p>Encourage children to continue to make lists of items they might need to make the area look like and function as a barbershop or hair salon.</p> <p>Take photos or record video of children setting up and playing in the center. Take notes on their statements and questions, and use this documentation to engage them in deeper conversations as well as when the center is reintroduced in Week 5.</p> |
| <p><b>Facilitation</b></p> | <ul style="list-style-type: none"> <li>● What materials do we still need to set up shop? How can we get them?</li> <li>● How should we arrange our materials so they are organized for everyone to use? How will everyone know where the materials go?</li> <li>● What services will the barbershop/salon offer? How would the customers know?</li> <li>● How can you be safe while you pretend to be barbers and customers?</li> <li>● Who will you pretend to be? What will you use to pretend to be that person?</li> <li>● How can you ask another person to play with you?</li> </ul>  |
| <p><b>Standards</b></p>    | <p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p><b>SL.3.K.a</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>SL.3.K.b</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>Global Connections</b> Students understand the influence of economics on individuals and groups in the United States and the World, including Maine</p>  |

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|  | <p>Native Americans, by identifying how individuals, families, and communities are part of an economy.</p> <p><b>Economics</b> Students understand the nature of economics as well as key foundational ideas by describing how people make choices to meet their needs and wants.</p> <p><b>Personal Finance</b> Students understand the nature of personal finance as well as key foundational ideas by describing how money has value and can be traded for goods and services.</p> |
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**Notes**

**Resources:**

*Crown: An Ode to the Fresh Cut*, Derrick Barnes

*My Hair is a Garden*, Cozbi A. Cabrera

*Hair Love*, Matthew A. Cherry

*Hairs/Pelitos*, Sandra Cisneros

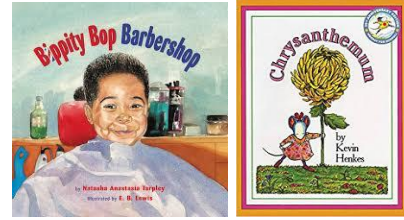
*Furqan's First Flat Top*, Robert Liu-Trujillo

*I Love My Hair!*, Natasha Anastasia Tarpley

Video:

Native Portraits: Native Hairstyles at Museum of Indian Arts and Culture

<https://www.youtube.com/watch?v=OKZI-4GExQk>



## Library & Listening: Story Chest

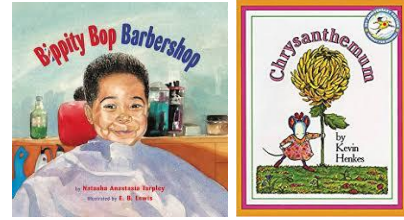
A small box filled with figurines and other story props is introduced for acting out a familiar book in miniature.

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| <b>Big Idea</b>                  | One way people in communities communicate is through stories.   |
| <b>Guiding Questions</b>         | What does it mean to be a member of a community?<br>When is it important to work in a group or independently?   |
| <b>Vocabulary</b>                | <p><b>author:</b> person who writes a book or other text</p> <p><b>illustrator:</b> person who creates pictures for a text</p> <p><b>characters:</b> the people or animals who the story is about</p> <p><b>setting:</b> where and when a story takes place</p> <p><b>scene:</b> a place where something happens, part of a story</p> <p><b>imagine:</b> to form a picture in one’s mind</p> <p><b>figurine:</b> a small statue</p> <p><b>chest:</b> a strong box used for storing things</p> |
| <b>Materials and Preparation</b> | <ul style="list-style-type: none"> <li>● small box, such as a shoe box<br/>Cover the box with paper. On the outside write Story Chest.</li> <li>● <i>Bippity Bop Barbershop</i>, Natasha Anastasia Tarpley or <i>Chrysanthemum</i>, Kevin Henkes<br/>Make copies of pages of one or both books that highlight the main events in the story.</li> <li>● figurines selected to represent characters in the story<br/>Place the figurines into the box.</li> </ul>                               |
| <b>Intro to Centers</b>          | <p style="text-align: center;"><i>We have something new in the Library and Listening Center! This is called a Story Chest. Let’s look inside.</i></p> <p>Show the box.<br/>Open the Story Chest dramatically and hold up each figurine as it is presented.</p>  |



|                       |  |
|-----------------------|--|
|                       | <p><i>Hmm, here is a figurine that looks like a child, and here is one that looks like an adult.... You can use these figurines to retell stories! Could this child and man be used to retell our Read Aloud, Bippity Bop Barbershop? Let's try it! Which part of the story would you like to retell?</i></p> <p>Invite children to select and then retell part of the story. Using the illustrations as a reference, manipulate the figurines to act it out.</p>  |
| <b>During Centers</b> | <p>Children collaborate to retell parts of a familiar story and enact it with the figurines.</p> <p>Initially, an adult can support the retelling by reading the story while children manipulate the figurines. As children become more familiar with the story, release the responsibility so that the children retell and act out the story in pairs or in a small group.</p>  |
| <b>Facilitation</b>   | <ul style="list-style-type: none"> <li>● Which character appears in the story first?</li> <li>● How can you move that character so that you represent what is happening in the story?</li> <li>● What happens next in the story?</li> <li>● How do you think the character _____ is feeling at this moment in the story?</li> <li>● What else could you pretend to have the characters in this story do? Can you tell a new story about these characters?</li> <li>● What other stories do you think we should put in the Story Chest?</li> </ul>  |
| <b>Standards</b>      | <p><b>R.4.K</b> Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p><b>R.5.K.a</b> Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p><b>R.5.K.b</b> Retell key details of text with prompting and support, including the main topic.</p> <p><b>R.11.K.a</b> With prompting and support, describe the relationship between illustrations and the text.</p> <p><b>R.11.K.c</b> With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p><b>L.6.K</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> |

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| <b>Notes</b> |
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## Discovery Table: Tiny Kindergarten 1

Recycled and natural materials are added. Children construct three-dimensional models of the kindergarten classroom.

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| <b>Big Idea</b>                  | Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.  |
| <b>Guiding Questions</b>         | What does it mean to be a member of a community?<br>Why is collaboration and working together important?  |
| <b>Vocabulary</b>                | <p><b>tools:</b> objects used to accomplish something</p> <p><b>notice:</b> to see, to pay attention to something</p> <p><b>search:</b> to look for something</p> <p><b>curious:</b> interested</p> <p><b>describe:</b> to tell what someone or something is like</p> <p><b>disappear:</b> to go completely away, to become unable to be seen</p> <p><b>object:</b> a thing that can be seen and touched</p>  |
| <b>Materials and Preparation</b> | <ul style="list-style-type: none"> <li>● sensory/discovery table, or tabletop tub(s)</li> <li>● sand</li> <li>● sand table tools, such as cups and scoops, small shovels, and/or plastic spoons</li> <li>● craft sticks</li> <li>● spray bottles filled with water</li> <li>● natural materials (shells, acorns, sticks)</li> <li>● recycled materials (small containers, small tiles, sanded wood scraps, buttons)</li> <li>● bin or basket</li> <li>● writing and drawing tools</li> <li>● paper</li> <li>● clipboards</li> <li>● gloves, optional</li> </ul> |

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|                         | <p>When choosing recycled and natural materials, consider those that might be used to represent classroom features and furniture such as tables, chairs, and shelves. Wet the sand slightly. Arrange sand tools and writing and drawing tools so they are close at hand. Set up clipboards with paper.</p>  |
| <b>Intro to Centers</b> | <p><i>Today at the Discovery Table you can use recycled and natural materials to construct a model of our classroom—a tiny kindergarten! What are some of the important features of our classroom? What furniture is important? What else would you want to include in a model?</i></p> <p>Show some of the available materials.<br/><i>What do you think you might use to make the tables?</i></p> <p><i>Before you begin constructing your model, you might like to make a sketch of our classroom. If I were to do this, I might start with...</i></p> <p>Model sketching one part of the classroom.<br/><i>Then I could look at my sketch as I build the model.</i></p> |
| <b>During Centers</b>   | <p>Invite children to make plans before they start on their models with sand and props.</p> <p>As children work, ask them to identify which parts of the classroom they are representing. Ask them to suggest other materials that might be useful in making their models. Encourage them to work together and to give each other feedback.</p> <p>Take photos of the classroom models children build. Use these to relaunch the activity in Week 5.</p>  |
| <b>Facilitation</b>     | <ul style="list-style-type: none"> <li>● How would you sketch the _____? How will your sketch help you construct your model?</li> <li>● Which recycled and natural materials are useful here?</li> <li>● What do you notice about these materials?</li> <li>● What part of the classroom are you creating? Why did you choose that part?</li> </ul>   |
| <b>Standards</b>        | <p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p><b>SL.2.K.b</b> Ask and answer questions in order to seek help, gather information, or clarify something that is not understood.</p> <p><b>SL.3.K.b</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>Civics and Government 1</b> Students understand key ideas and processes that characterize democratic government in the community and the United States by identifying community workers</p>  |

and volunteers and the roles they play in promoting the common good.

**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**



## STEM Investigation 3: Listening Closely

**Description:** Children will pay close attention to the sounds of their classroom as they use their sense of hearing to investigate and then describe what they learn. Throughout the activity, children and teachers will work together to build a common understanding and vocabulary to describe the sounds they hear in their classroom.



### Standards Addressed:

K-ESS3-2

Science Practice Standard: Obtaining, evaluating, and communicating information

#### **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 in your community, including information, help, and companionship?

#### **Materials:**

- 10 small containers of similar size, such as plastic containers with lids, small boxes that can close, travel containers for shampoo
- cotton balls
- paper clips
- aluminum foil
- duct tape or masking tape
- chart paper
- marker
- various objects from the classroom such as a hardcover book, pencil, paper, pencil sharpener, marker, toy car, dish, math cube
- large bin

#### **Vocabulary:**

- data
- describe
- objects
- sense
- hypothesis

#### **Preparation:**

Make two sets of five different “sound containers” with the plastic containers and cotton balls, paper clips, aluminum foil balls, and other objects that make varying volumes of sound when shaken. Make the containers opaque (to hide contents) and tape them sealed. Number the containers 1 – 10 so that children can explain the matches they find (“I had #3 and it matched with Tito’s container #6.”). Place these sound containers in a bin or basket.

Create a chart on chart paper with three categories: **LOUD**, **quiet**, and **silent**, and draw simple picture clues for each: crayons for **LOUD**; one cotton ball for **quiet**; do not put any picture next to **silent**. Children will record on this chart with tally marks. See example in *During Centers*.

Write the focus question on chart paper: **“How can we observe and describe objects in our classroom using our sense of hearing?”**

Place other classroom materials (hardcover book, pencil, paper, pencil sharpener, marker, toy car, dish, math cube, etc.) in a large bin. These will be used during Centers for a sound identification game.

## Intro to Centers:

"As scientists this week you will investigate the focus question that is written here, on this chart paper: **"How can we observe and describe objects in our classroom with our ears and describe what we hear?"** You are going to investigate sounds in the classroom."

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

"What senses have you used already to investigate our classroom community?"

"What body part do we use for hearing?"

"Can you hear when your ears are covered?"

"I made these sound containers for our class. Listen carefully when I shake it."

"Describe that sound: is it loud? Quiet?"

"Based on what you heard, what do you think might be inside this container? Is it something soft? Hard?"

"In the STEM Center you will find more sound containers. You will also find this chart to record your data. The chart has three columns: loud, quiet and silent."

"Some containers have crayons in them;  
Others have one cotton ball in them;  
And some contain only air. You are going to shake the containers and record which ones make loud sounds, quiet sounds, or no sounds at all."

"When you shake a container and listen carefully, find a friend who has another container with a matching sound. Record the numbers of your containers in the appropriate space on this chart."

*Indicate and read the focus question.*

*Circle, discuss and annotate key words (**observe, describe, classroom, hearing**).*

*Draw an ear on top of the word **hearing** on the focus question and write the word **ears**.*

*Give children a moment to explore what happens when they cover their ears.*

*Show children one of the sound containers you made in advance. Shake the container.*

*Give children an opportunity to think and respond.*

*Hold up the chart and show the words and symbols for **LOUD**, quiet and silent. Check for understanding of these words. Give the children an opportunity to articulate how the manner in which the words are written indicates their meaning.*

*Indicate the drawing of crayons with the word **LOUD**; indicate the drawing of a cotton ball with the word **quiet**; indicate the lack of a picture with the word silent. **Do not shake the sound containers at this point.***

*Demonstrate how to record the data on the chart.*

### ***During Centers:***

Children will work together in the STEM Center. Each child chooses one container, shakes it, listens to it, and then finds the friend who has the matching sound. Once they find the match, they can work together to describe the sound they've heard. Is it loud? Quiet? Silent? Encourage children to make predictions about what might be inside the containers.

On the chart in the STEM center children write the numbers of their containers under the correct category heading.

Sample Chart:

| <b>LOUD</b> | Quiet | <i>Silent</i> |
|-------------|-------|---------------|
|             |       |               |
|             |       |               |
|             |       |               |
|             |       |               |

After children record their data on the chart, they can work in pairs to play a sound identification game. For this, children move to the larger in containing various objects from the classroom. One child closes her eyes and uses only her ears to determine what her partner is doing with objects from the bin. The sound maker uses one or more objects to make a sound. The child with eyes closed listens carefully and then guesses what materials her partner is using and what he is doing with them. Then she opens her eyes to find out.

### ***Guiding Questions during Center Time:***

- What do you notice about an object from listening to it?
- What can you *not* tell about an object by only listening?
- Why do you think some objects make loud sounds and some make quiet sounds?
- Are there other words you can use to describe the sounds you hear?

### ***Sharing Our Research:***

What did you do this week as scientists in the STEM center?

Revisit the focus question, ***“How can we observe and describe objects in our classroom using our sense of hearing?”***

Looking at the data we collected on the chart, what did we find out about the sounds objects make when we shake them in containers?

Shake each container one at a time and ask children to make a hypothesis (an educated guess) about what might be in each container. Open each container to reveal what is inside. Ask, “What do you notice about the items that made loud sounds?” “What do you notice about the items that made quiet sounds?”

Ask, “Even when there are no objects inside the containers, what is still inside?” (Air!)

What other questions do children have about the sounds in the classroom, or about how we use our ears to investigate the classroom? For example, how do people understand and describe their classrooms or other communities if their ears don't hear well?

***Documentation:***

Pictures of the activity in progress can be shown to children later to reinforce the key concepts. Also, these pictures can be put together in a display with pictures from Investigations 1, 2 and 4 to show all the senses we use to explore, observe, and learn about our environment.

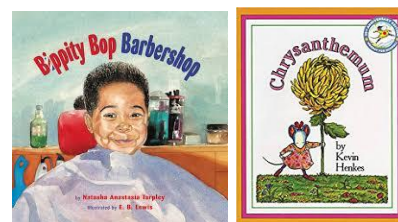
***Using this as a Provocation:***

Ask children to think about the differences and similarities among sounds they hear in the classroom and sounds they might hear outside of the classroom (e.g., on the playground, at home, on a busy street, at a farm). Suggest that children find ways to record the sounds they are hearing around and outside of the classroom (and provide a template as a scaffold to do so).



Unit 1: Our Community

WEEK 4 Days 1-5



## Writing & Drawing: Interviews

Children interview a member of the school community they met during the Scavenger Hunt in Week 3. They draw, write, and dictate interesting information they learn in the interview.

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|----------------------------------|--|
| <b>Enduring Understandings</b>   | Individuals or citizens come together to work, live, learn, and relate to each other in communities.<br>A strong, interdependent community has qualities such as: members working together to identify and solve problems.   |
| <b>Essential Questions</b>       | What does it mean to be a member of a community?<br>Where do you find what you need including information, help, and companionship in your community?  |
| <b>Vocabulary</b>                | <b>scavenger hunt:</b> a search in which participants look for specific things<br><b>interview:</b> to ask someone questions<br><b>curious:</b> interested   |
| <b>Materials and Preparation</b> | Make sure the visitor knows when to come to the classroom and what to expect in the interviews with children. <ul style="list-style-type: none"> <li>● Scavenger Hunt recording sheets completed in Week 3</li> <li>● chart paper</li> <li>● markers</li> <li>● paper</li> <li>● writing and drawing tools</li> <li>● clipboards</li> <li>● technology for recording interviews (e.g., camera, phone, tablet), optional</li> </ul> |
| <b>Intro to Centers</b>          | <p><i>All of you have had a chance to go on a school scavenger hunt, and we have lots of notes about the people you met and the jobs they do in our school.</i></p> Refer to a few of the completed Scavenger Hunt recording sheets.   |

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|                       | <p><i>Many of you have been especially interested in _____ [staff person]’s job, so we have invited him to visit our classroom for an interview! To <b>interview</b> someone means to ask questions so we can get more information.</i></p> <p><i>What questions do you think we should ask _____ about his job?</i></p> <p>Write several interview questions on the chart. Invite children to participate, perhaps by contributing letters for initial sounds they have been practicing.</p> <p><i>When _____ comes to our classroom, he will join children working in the Writing and Drawing Center. That’s where you can ask him some of these questions. You might also have other questions you’d like to ask _____ about his job. Remember, he is the _____ for our school. Think about why that is important and what you’d like to know about that job. Hold a clipboard and paper while you interview him, so you can draw or write down an interesting answer to a question you ask.</i></p> |
| <b>During Centers</b> | <p>Invite the interviewee to sit in the Writing and Drawing Center for part or all of Centers time. Children enter and exit the Center as usual.</p> <p>Encourage children to ask the questions generated by the group during Intro to Centers, along with other questions they have.</p> <p>Children can write, draw, or dictate notes to record the person’s responses. They might also document the interview with a camera or other recording device.</p>   |
| <b>Facilitation</b>   | <ul style="list-style-type: none"> <li>● Which question will you ask first?</li> <li>● Why do you want to know about that?</li> <li>● How will you record what you are learning about _____ in this interview?</li> <li>● Why is that interesting to you?</li> <li>● Why do you think _____’s job is important in our school community?</li> <li>● What other questions do you have?</li> <li>● Is there something you would like to tell _____ about our classroom?</li> </ul>   |
| <b>Standards</b>      | <p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p><b>SL.4.K</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><b>W.3.K.b</b> Use a combination of drawing and writing to communicate a topic.</p> <p><b>Geography 2</b> Students understand the influence of geography on individuals and their immediate surroundings by identifying the impacts of geographic features on individuals and families.</p>   |

|  |   |
|--|---|
|  | <p><b>Global Connections</b> Students understand the influence of economics on individuals and groups in the United States and the World, including Maine Native Americans, by identifying how individuals, families, and communities are part of an economy.</p> |
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**Notes**

## Unit 1: Our Community

### WEEK 4 Day 1

## Writing Personal Recount

### Pre-Assessment

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|--|---|
| <b>Content Objective</b>                     | I can tell, draw, and write a true story from my life. (W.3.K.b)  |
| <b>Language Objective</b>                    | I can recount a true story from my life to my partner. (SL.1.K.a & SL.1.K.b)  |
| <b>Materials and Preparation</b>             | <ul style="list-style-type: none"><li>● Personal Recount Pre-Assessment sheet, 2 copies for each child, plus a few extra copies</li><li>● writing tools</li><li>● Personal Recount Rubric, one copy for each child</li><li>● Personal Recount Assessment Reflection</li></ul>   |
| <b>Opening</b><br>5 minutes                  | <p><i>Most of the time when we write this year, we will work together. You will talk to each other about your writing and get help from your classmates and from me. A few times during the year, I will ask you to write something all by yourselves, without help. This gives me a better idea of what you already know and helps me plan for our new Writing unit.</i></p> <p>Show the Personal Recount Pre-Assessment sheet.</p> <p><i>Each of you will get a sheet that looks like this. At the top there is a place to write your name and the date. Then it says "Write a true story from your life." The story could be anything that happened in your life, like something you did with your family, or something you did at school.</i></p> <p><i>Before you write, you can practice your story by telling it.</i></p> <p>Think, Pair, Share.<br/><i>Tell your partner a true story from your life.</i></p> |
| <b>Individual Construction</b><br>24 minutes | Send the children with writing tools and Pre-Assessment sheets.   |
| <b>Closing</b><br>1 minute                   | <i>It's so helpful for me to read your writing and to see what you already know!</i>  |



# Personal Recount Pre-Assessment

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

Write a true story from your life.

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## Kindergarten Personal Recount Rubric

Child's Name: \_\_\_\_\_

| 1 = Shows little evidence of meeting the standard; 2 = Shows some evidence of meeting the standard; 3 = Meets the standard; 4 = Exceeds the standard |              |   |  |   |  |
|--|--------------|---|--|---|--|
| Purpose (W.K.3)  | Not Observed | 1   | 2  | 3   | 4  |
| to document a sequence of events; to entertain   |              | Reflects a different purpose than required by the task.                           | Some sentences reflect an accurate purpose, but most do not.                                 | Mostly accurate, but one or more sentences deviate from the purpose.  | Accurate purpose, and all sentences support the genre purpose.   |
| Structure (W.K.3)  | Not Observed | 1   | 2  | 3   | 4  |
| <b>Orientation:</b><br>introduces who the story is about, where and when it happened, and what happened  |              | Attempts to introduce the story, but most elements are missing or unclear.        | Attempts to introduce the story, but elements are missing or unclear.                        | Introduces who the story is about and when and where it happened.   | Introduces who the story is about, where and when it happened, and what happened.  |
| <b>Sequence of Events:</b><br>includes all events documented in sequence   |              | Central event is vague or unclear.<br>Does not include detail; may be very brief. | Recounts a single event. Detail is minimal and/or seems unrelated to the sequence of events. | Recounts two or more sequenced events.  | Recounts three or more sequenced events. Includes some development of events.  |
| <b>Conclusion:</b><br>concludes the recount with a final event, by talking about why the experience was important, or with a feeling                 |              | Ends abruptly.  | Conclusion is vague or confusing.  | Concludes the recount with a final event, by talking about why the experience was important, or with a feeling. | Concludes the recount with a final event, by talking about why the experience was important, or with a feeling. Creates a satisfying ending. |



| Language   | Not Observed | 1  | 2   | 3  | 4   |
|--|--------------|--|---|--|---|
| <b>Verbs:</b><br>uses a variety of verbs to develop the topic (L.K.4a, L.K.5d) |              | Repeats the same verbs; verbs do not develop the topic.  | Uses some verbs that develop the topic.   | Uses verbs that develop the topic.   | Uses a variety of past tense verbs that develop the topic.  |
| Conventions  | Not Observed | 1  | 2   | 3  | 4   |
| <b>Capitalization</b><br>L.K.2a<br>L.K.2b                                      |              | Minimal or incorrect use of upper case letters (as the first word in a sentence and the pronoun <i>I</i> ).                  | Inconsistently capitalizes the first word in a sentence and the pronoun <i>I</i> .  | Most of the time capitalizes the first word in a sentence and the pronoun <i>I</i> .   | Capitalizes the first word in a sentence and the pronoun <i>I</i> .   |
| <b>Punctuation</b><br>L.K.2c   |              | Does not experiment with punctuation.  | Experiments with end punctuation, but symbols may be inaccurate (question mark inverted or uses other symbols).                 | Experiments with punctuation but may have some inaccuracies (question mark where there should be a period).  | Correctly uses end punctuation.   |
| <b>Spelling</b><br>L.K.2d<br>L.K.2e  |              | Attempts representing sounds with letters, but does not write a letter or letters for most consonant and short-vowel sounds. | Writes a letter or letters for most consonant and short-vowel sounds, but not all words are represented by a letter or letters. | Writes a letter or letters for most consonant and short-vowel sounds (phonemes).<br><br>Spells some simple words phonetically, drawing on knowledge of sound-letter relationships. | Spells simple words phonetically, drawing on knowledge of sound-letter relationships.<br><br>Utilizes a word wall to spell learned words. |

## Personal Recount Pre-Assessment Reflection

What are areas of strength for most children?

What are the highest areas of need?

Which children were not able to demonstrate knowledge of the genre, because they are emerging writers?

For these children, find time to have them orally tell a personal recount, and take notes on the Personal Recount Observation Tool.

When and how will I address children's needs?

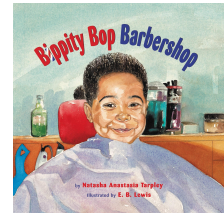
Personal Recount Observation Tool

Child's Name: \_\_\_\_\_

|  | Yes, date observed and notes | Not Yet, notes and next steps |
|--|------------------------------|-------------------------------|
| Structure  |                              |                               |
| <p><b>Orientation:</b><br/>introduces who the story is about, where and when it happened, and what happened<br/>(Note how the child expresses each part - verbally or through illustration.)</p> |                              |                               |
| <p><b>Sequence of Events:</b><br/>includes all events documented in sequence</p>   |                              |                               |
| <p><b>Conclusion:</b><br/>concludes the recount with a final event, by talking about why the experience was important, or with a feeling<br/>(Indicate which is used.)</p>                       |                              |                               |
| <p><b>Title:</b><br/>is informative (previews the topic of the story) and enticing (draws the reader in)</p>   |                              |                               |

|   | Yes, date observed and notes | Not Yet, notes and next steps |
|---|------------------------------|-------------------------------|
| Language  |                              |                               |
| <b>Verbs:</b><br>uses a variety of verbs to develop the topic |                              |                               |

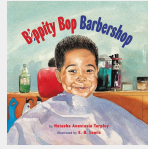
Suggestions for small group work, based on observations



WEEK 4 Day 3

**Writing Personal Recount**  
Deconstruction: Purpose  
Individual Construction: Telling Personal Recounts

|                                  |  |
|----------------------------------|--|
| <b>Content Objectives</b>        | I can identify parts of a personal recount that are entertaining. <b>(R.4.K)</b><br><br>I can tell a personal recount. <b>(W.3.K.b)</b>  |
| <b>Language Objective</b>        | I can ask questions to understand my partner. <b>(SL.2.K.b)</b>  |
| <b>Vocabulary</b>                | <b>personal recount:</b> a genre of writing whose purpose is to document a sequence of events and to entertain<br><b>genre:</b> a type of writing<br><b>purpose:</b> the reason for doing or creating something<br><b>author:</b> the writer of a story, book, or other text<br><b>document:</b> to record, sometimes by writing<br><b>sequence of events:</b> the events in a personal recount, in order<br><b>record:</b> write down ideas or information<br><b>entertain:</b> to interest someone |
| <b>Materials and Preparation</b> | <ul style="list-style-type: none"><li>● <i>Bippity Bop Barbershop</i>, Natasha Anastasia Tarpley</li><li>● markers</li><li>● Personal Recount anchor chart image: mentor text<br/>Cut out the mentor text image.</li><li>● chart paper<br/>Prepare the following Personal Recount anchor chart. Glue the mentor text image to the chart.</li></ul>   |

|  |  |
|--|--|
|  | <p style="text-align: center;"><b>Personal Recount</b></p> <p><b>Purpose:</b> to document a sequence of events and to entertain</p> <p><b>Examples:</b></p>   |
| <p><b>Opening</b><br/>1 minute</p>                   | <p><i>Yesterday we began reading Bippity Bop Barbershop as writers. We learned that it is a <b>personal recount</b>, because Miles tells his own story. Today we will learn more about personal recounts by reading the rest of the book, and begin to tell our own personal recounts.</i></p>   |
| <p><b>Deconstruction</b><br/>18 minutes</p>          | <p>Introduce the Personal Recount anchor chart.</p> <p><i>This chart says “Personal Recount” at the top. Whenever we learn about a new genre of writing, we will make a new chart to keep track of our learning. There are two <b>purposes</b>, or reasons, an author writes a personal recount. One is to <b>document a sequence of events</b>. This means that the author writes what happened in the story, in order.</i></p> <p><i>Personal recounts are also meant to <b>entertain</b>, or be interesting to, readers.</i></p> <p>Point to the cover image.</p> <p><i>Here we will keep track of personal recounts we read. The first one on our chart is Bippity Bop Barbershop.</i></p> |
| <p>pages 15-end</p>                                  | <p><i>Let’s read the rest of the book and think about how the author, Natasha Anastasia Tarpley, writes to entertain, or be interesting to, us, the readers.</i></p> <p>During the reading, pause several times to have children share what in the text is entertaining.</p>   |
| <p><b>Individual Construction</b><br/>10 minutes</p> | <p><i>Now you will get a chance to tell your partner a personal recount. Think about Miles’s story—how he tells about one important part of his day. Take a moment to think about something that happened to you that you would like to tell your partner. It could be about something you did this weekend or something that happened at school. When you have an idea for your story, 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 personal recounts.</p>  |

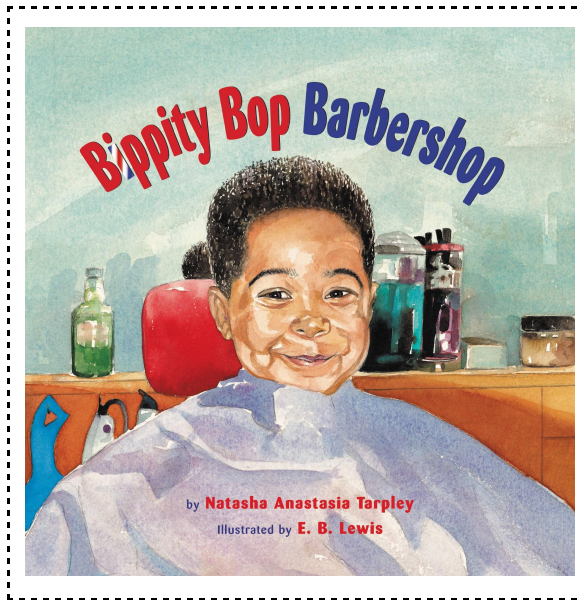
|                                    |  |
|------------------------------------|--|
|                                    | <p>Review the routine for turning to talk to a partner. Guide children to move so they are sitting knee to knee with their partners. Review the routine for choosing who will talk first.</p> <p><i>The first partner will tell his personal recount, and the second partner will ask a question. Then the second partner will tell her personal recount, and the first partner will ask a question.</i></p> <p>As the children tell personal recounts to their partners, circulate to support them. Choose one or two children to share their personal recounts with the class to help foster ideas for others.</p> |
| <p><b>Closing</b><br/>1 minute</p> | <p><i>Today we started learning about personal recounts, which are written to document a sequence of events and to entertain. In Bippity Bop Barbershop, Natasha Anastasia Tarpley tells us about what happened, and she tells us a story we can enjoy. Tomorrow you will begin drawing your own personal recounts.</i></p> <p>Note: Leave the Personal Recount anchor chart posted. You will continue to reference and add to it throughout the unit.</p>   |
| <p><b>Standards</b></p>            | <p><b>R.4.K</b> Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p><b>W.3.K.b</b> Use a combination of drawing and writing to communicate a topic.</p> <p><b>SL.2.K.b</b> Ask and answer questions in order to seek help, gather information, or clarify something that is not understood.</p>   |
| <p><b>Ongoing assessment</b></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 already know about the purpose of personal recount?</p>   |

**Notes**

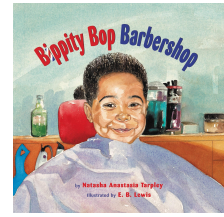


Personal Recount anchor chart images

mentor text



Writing U1 W4 D3



## Writing Personal Recount

Individual Construction

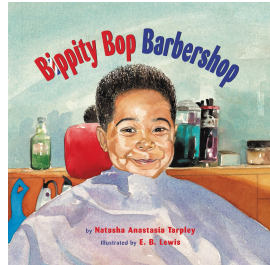
|                                  |   |
|----------------------------------|---|
| <b>Content Objective</b>         | I can tell and draw a personal recount. (W.3.K.b)   |
| <b>Language Objective</b>        | I can ask questions to understand my partner. (SL.2.K.b)  |
| <b>Vocabulary</b>                | <p><b>personal recount:</b> a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p><b>purpose:</b> the reason for doing or creating something</p> <p><b>document:</b> to record, sometimes by writing</p> <p><b>sequence of events:</b> the events in a personal recount, in order</p> <p><b>entertain:</b> to interest someone</p> <p><b>author:</b> the writer of a story, book, or other text</p>  |
| <b>Materials and Preparation</b> | <ul style="list-style-type: none"> <li>● <i>Bippity Bop Barbershop</i>, Natasha Anastasia Tarpley</li> <li>● Why We Write chart</li> <li>● Why We Write: <i>Bippity Bop Barbershop</i> sheet</li> <li>● teacher’s drawing and writing book</li> <li>● drawing and writing books</li> <li>● writing tools in caddies</li> <li>● Personal Recount Observation Tool, one copy for each child</li> </ul>  |
| <b>Opening</b><br>5 minutes      | <p style="text-align: center;"><i>We learned that Bippity Bop Barbershop is a personal recount.</i></p> <p>Show the Why We Write: <i>Bippity Bop Barbershop</i> sheet.</p> <p style="text-align: center;"><i>Authors write personal recounts for two purposes. One is to <b>document a sequence of events</b>. Remember, that means to tell what happened, in order.</i></p> <p style="text-align: center;"><i>The other reason authors write personal recounts is to <b>entertain</b> their readers—to be interesting to them.</i></p> <p style="text-align: center;"><i>Let’s add this to our Why We Write chart.</i></p> <p>Attach the sheet to the chart.</p> |

|  |  |
|--|--|
| <p><b>Modeling</b><br/>9 minutes</p>                 | <p>Model telling your own personal recount. Begin with an orientation that includes information about who the story is about, when and where it happened, and an introduction to what happened. For example,<br/> <i>On Sunday afternoon my daughter Lina and I went to the playground.</i></p> <p>Then tell a short sequence of events. For example,<br/> <i>As soon as we got there, she ran over to the slide! When she reached the bottom of the slide, we ran together over to the swings. I pushed her, and then we both went on the swings together, side by side. When we were finished with the swings, I helped her across the monkey bars. I held her legs while she went across.</i></p> <p>Finish with a conclusion, which can be a final event, a feeling, or why the experience was important. For example,<br/> <i>I felt really happy to spend time playing and laughing with my daughter!</i></p> <p>Model planning for drawing one event in your drawing and writing book. For example,<br/> <i>I am going to choose just one part of my story to draw here. I think I'll draw the part when we were swinging together. For this story, I want to hold my drawing and writing book this way [horizontally]. I will start by drawing the swingset, which has three swings on it.</i></p>   |
| <p><b>Individual Construction</b><br/>15 minutes</p> | <p><i>Now it's your turn to tell and draw a personal recount. Take a moment to think about something that happened to you that you would like to tell your partner. When you have an idea for your personal recount, 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 personal recounts.</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><i>The first partner will tell his personal recount, and the second partner will ask a question. Then the second partner will tell her personal recount, and the first partner will ask a question. Remember that the story you tell your partner today will be the story you go back to your seats to illustrate.</i></p> <p>As the children tell personal recounts to their partners, circulate to support them. When they finish telling their personal recounts, have the children get their drawing and writing books and begin drawing on the first blank page. As children write, circulate to support them, encourage children to be including as many details and labels as possible to their illustrations. Stamp or write the date at the top of the pages.</p> |
| <p><b>Closing</b><br/>1 minute</p>                   | <p><i>Tomorrow you will continue telling and drawing personal recounts.</i></p>  |

|                           |  |
|---------------------------|--|
| <b>Standards</b>          | <b>W.3.K.b</b> Use a combination of drawing and writing to communicate a topic.<br><b>SL.2.K.b</b> Ask and answer questions in order to seek help, gather information, or clarify something that is not understood.  |
| <b>Ongoing assessment</b> | As children write, circulate and ask them to tell their stories (not describe their drawings). Use their storytelling and drawing to assess the extent to which children include the stages of personal recount (orientation, sequence of events, conclusion) and take notes on the Personal Recount Observation Tool. |

**Notes**

## Why We Write



document a sequence of events

entertain

## Personal Recount Observation Tool

Child's Name: \_\_\_\_\_

|  | Yes, date observed and notes | Not Yet, notes and next steps |
|--|------------------------------|-------------------------------|
| Structure (W.K.3)  |                              |                               |
| <p><b>Orientation:</b><br/>introduces who the story is about, where and when it happened, and what happened<br/>(Note how the child expresses each part - verbally or through illustration.)</p> |                              |                               |
| <p><b>Sequence of Events:</b><br/>includes all events documented in sequence</p>   |                              |                               |
| <p><b>Conclusion:</b><br/>concludes the recount with a final event, by talking about why the experience was important, or with a feeling<br/>(Indicate which is used.)</p>                       |                              |                               |
| <p><b>Title:</b><br/>is informative (previews the topic of the story) and enticing (draws the reader in)</p>   |                              |                               |

Writing U1 W4 D4

|   | Yes, date observed and notes | Not Yet, notes and next steps |
|---|------------------------------|-------------------------------|
| Language (L.K.4a, L.K.5d)                                     |                              |                               |
| <b>Verbs:</b><br>uses a variety of verbs to develop the topic |                              |                               |

Suggestions for small group work, based on observations

WEEK 4 Day 5

**Writing Personal Recount**  
Individual Construction

|  |  |
|--|--|
| <b>Content Objective</b>   | I can tell and draw a personal recount. (W.3.K.b)  |
| <b>Language Objective</b>  | I can ask questions to understand my partner. (SL.2.K.b)   |
| <b>Vocabulary</b>  | <b>personal recount:</b> a genre of writing whose purpose is to document a sequence of events and to entertain   |
| <b>Materials and Preparation</b>   | <ul style="list-style-type: none"> <li>● teacher’s drawing and writing book</li> <li>● drawing and writing books</li> <li>● drawing and writing tools in caddies</li> <li>● Personal Recount Observation Tools, from Day 4</li> </ul>  |
| <b>Opening</b><br>3 Minutes  | <i>Yesterday you told and drew your own personal recounts! Today you will do the same. You can choose to create a brand new personal recount to illustrate and label, or you can even go back and add another detailed illustration to the personal recount you created yesterday. Remember how Jerry Pinkney the author of “The Lion and the Mouse” had many illustrations that told us about that story.</i>                         |
| <b>Modeling</b><br>7 minutes   | <p>Model telling your own personal recount. (See Day 4 for an example.) Begin with an orientation that includes information about who the story is about, when and where it happened, and an introduction to what happened.</p> <p>Model planning for drawing one event in your drawing and writing book.</p>  |
| <b>Individual Construction</b><br>20 minutes<br><br>Partner share<br>5 minutes | <p><i>Now it’s your turn to tell and draw a personal recount. You might choose to continue working on the personal recount you wrote yesterday, or you might choose to tell and write a new one. Take a moment to think about what you will write. When you are ready to share with your partner, put a silent thumbs up in front of your chest.</i></p> <p>Model the silent signal. Allow children several minutes to prepare for</p> |



|                                    |  |
|------------------------------------|--|
| <p>Writing Time 15 minutes</p>     | <p>telling their personal recounts.</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><i>The first partner will tell his personal recount, and the second partner will ask a question. Then the second partner will tell her personal recount, and the first partner will ask a question.</i></p> <p>As the children tell personal recounts to their partners, circulate to support them. When they finish telling their personal recounts, have the children begin drawing on the first blank page of their drawing and writing books. As children write, circulate to support them. Stamp or write the date at the top of the pages. Encourage students to be adding as many details and labels to their illustrations.</p> |
| <p><b>Closing</b><br/>1 minute</p> | <p><i>Next time we have writing we will look more closely at the parts of Bippity Bop Barbershop to learn more about personal recounts.</i></p>  |
| <p><b>Standards</b></p>            | <p><b>W.3.K.b</b> Use a combination of drawing and writing to communicate a topic.<br/><b>SL.2.K.b</b> Ask and answer questions in order to seek help, gather information, or clarify something that is not understood.</p>  |
| <p><b>Ongoing assessment</b></p>   | <p>As children write, circulate and ask them to tell their stories (not describe their drawings). Use their storytelling and drawing to assess the extent to which children include the stages of personal recount (orientation, sequence of events, conclusion) and take notes on the Personal Recount Observation Tool.</p>  |

**Notes**

WEEK 4

Shared Reading

| "Sleeping Outdoors" by Marchette Chute  |  |
|---|--|
| <b>Standards:</b><br>R.1.K.a, R.1.K.b,<br>R.1.K.c, R.1.K.d,<br>R.2.K.d, R.3.K.d | Under the dark is a star,<br><br>Under the star is a tree,<br><br>Under the tree is a blanket,<br><br>And under the blanket is me.   |
| <b>Session 1</b>  | <p>Opening:<br/>Do not show the poem.<br/><i>We are going to learn another poem. Remember writers of poems are called poets. The poet of this poem is Marchette Chute. She uses repetition, rhythm, and rhyme to make the reader imagine things.</i><br/>Read the poem in its entirety using expression and emphasizing rhyme.<br/><i>What did you imagine? What did you hear in this poem?</i><br/>As children mention rhyming words and/or repeating words, reinforce that this is something writers put in poems to make them interesting.</p> <p>Fluency:<br/>Show the poem. Reread it and invite children to echo one line at a time while tracking print with a pointer.</p> <p>Meaning Making:<br/><i>When you imagined this poem, what did you see? What do you think the person in the poem is doing? Why do you think that?</i><br/>Help children understand this poem is about a person sleeping outside under the stars.</p> |

| "Sleeping Outdoors" by Marchette Chute  |   |
|---|---|
| <p><b>Standards:</b><br/>R.1.K.a, R.1.K.b,<br/>R.1.K.c, R.1.K.d,<br/>R.2.K.d, R.3.K.b</p> | <p>Under the dark is a star,<br/>Under the star is a tree,<br/>Under the tree is a blanket,<br/>And under the blanket is me.</p>  |
| <p><b>Session 2</b></p>   | <p>Phonological Awareness:<br/>Cover the poem so that children do not see the print. Say the word "under."<br/><i>Which sound do you hear at the beginning of that word?</i><br/>Repeat the same exercise with the words "is", "me", and "blanket."<br/>Review the letter-sound cards for U and I.</p> <p>Fluency:<br/>Invite children to use a pointer to identify where to start reading. Allow them to track the print from left to right, top to bottom as you read the poem. Encourage children to chime in, especially with "under the" and rhyming words. Invite children to recite the poem again and come up with gestures for each line.</p> <p>Print Concepts (word and spaces):<br/><i>Words have 1 or more letters in them and a space on each side. Last week we listened for each word and counted them. We can find words in this poem [point to "dark"]. This is a word, the word is "blanket." It begins with the letter b and ends in the letter Here is the white space on both sides [point to spaces].</i><br/>Invite children to point to words and reinforce the group of letters and white spaces. Be sure to also discuss the word "a" and explain that it is a word and a letter. After a few children have identified words, ask the children to count the words in a line [each line has 6].</p> |

**“Sleeping Outdoors”** by Marchette Chute

**Standards:**  
R.1.K.a, R.1.K.b,  
R.1.K.c, R.1.K.d,  
R.2.K.d, R.3.K.b

Under the dark is a star,  
Under the star is a tree,  
Under the tree is a blanket,  
And under the blanket is me.

**Session 3**

Fluency:  
Show the poem and invite children to recite the poem while doing gestures from the previous session. Track the print with a pointer.

Print Concepts (identify and say letter names and sounds):  
*Can you find the letters Uu and li in this poem?*  
Invite children to highlight or circle target letters, then say the sound of the letter.

Phonological Awareness (segment compound words):  
*When two words go together to make one word it is called a compound word. There is a compound word in the title of this poem: Outdoors. Which two words do you hear inside of the big word?*  
Put palms together and say “Outdoors.” Then separate each palm for the individual words “out” and “doors.” Repeat with a variety of compound words, asking the children to listen for the two words that make the new word. (suggested words: starfish, treehouse, daytime, pancake)

Phonological Awareness (rhyming):  
*What two words in this poem rhyme? What other words in this poem rhyme? (me, be, family). What other words can you think of that rhyme with “me?”*

|                   |  |
|-------------------|--|
| <b>Extensions</b> | <p><b>Word practice:</b><br/>Write two lines of the poem and cut it out, including cutting out white spaces. Give a word or white space to each child. Play a game and tell children to do an action if they have a word or space. Eg. “If you have a space, do a jumping jack. If you have a word, spin around.”</p> <p><b>Letter practice:</b><br/>Pass out Mm, Nn, Ii, or Uu written on index cards. Invite children to high five someone with the same letter. Ask children to think of words that start with the letter they have.</p> <p><b>Compound word/syllable practice:</b><br/>Provide children with Elkonin boxes and chips. Say a 2 syllable compound word. Invite children to repeat each syllable/word as they place a chip in each box. Then count the chips to determine the number of syllables/words in the compound word.</p> |
|-------------------|--|

# Sleeping Outdoors

By Marchette Chute

Under the dark is a star,

Under the star is a tree,

Under the tree is a blanket,

And under the blanket is me.



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

Date: \_\_\_\_\_

## Sleeping Outdoors

Under the dark is a star,

Under the star is a tree,

Under the tree is a blanket,

And under the blanket is me.



## WEEK 4

## Stations

| Station                                  | Activities  | Materials<br>Add writing and drawing tools at each station.<br><i>See Week 4 Launching Stations for preparation notes.</i>  |
|--|---|---|
| <b>Strategic Small Group Instruction</b> | Once children can work productively and independently in all stations, dedicate most of the time during Stations to strategically targeted small group instruction. |   |
| <b>Reading</b>                           | Independent and Partner Reading   | <ul style="list-style-type: none"> <li>● collection of high-interest picture books</li> </ul>   |
| <b>Pocket Chart</b>                      | “My Name”   | <ul style="list-style-type: none"> <li>● “My Name” written out on sentence strips</li> <li>● pocket chart to accommodate sentence strips</li> <li>● “My Name” on chart, from Week 3</li> <li>● “My Name” child copy, one for each child</li> <li>● pointer</li> </ul>                           |
| <b>Listening &amp; Speaking</b>          | Talk Time   | <ul style="list-style-type: none"> <li>● Week 4 Talk Time image and prompt</li> <li>● 1-minute sand timers, optional</li> </ul>   |
|  | Listen and Respond<br><i>Introduced on Day 1</i>  | <ul style="list-style-type: none"> <li>● technology for listening to recorded text</li> <li>● <i>Bippity Bop Barbershop</i> recording</li> <li>● <i>Bippity Bop Barbershop</i>, Natasha Anatasia Tarpley</li> <li>● conversation prompts, cut apart</li> <li>● headphones (optional)</li> </ul> |
| <b>Writing</b>                           | <i>Full, Full, Full of Love</i>   | <ul style="list-style-type: none"> <li>● <i>Full, Full, Full of Love</i>, Trish Cooke</li> <li>● writing prompt sheet, one copy for each child</li> <li>● writing and drawing tools</li> </ul>  |
| <b>Word Work</b>                         | Sorting Beginning Sounds and Letters<br>2 (m, n, i, u)  | <ul style="list-style-type: none"> <li>● Sorting Sheets, 5 copies</li> <li>● Letter Cards, 5 sets, cut apart</li> <li>● Picture Cards, 5 sets, cut apart</li> <li>● envelopes, one for each set of cards</li> </ul>   |
|  | Beginning Sound BINGO 1 (b, f, i, m, n, t, u)   | <ul style="list-style-type: none"> <li>● BINGO boards (4, or 2 copies of each for 2 sets)</li> <li>● letter cards, 8 copies on stiff paper and cut apart, or magnetic letters</li> <li>● basket or bag to hold letter cards</li> </ul>  |

## WEEK 4

### Launching Stations

One new station activity is introduced in Week 4: Listen and Respond. There are now two consistent activities in the Listening and Speaking Station. For children to manage this new activity with some independence, they will need to know how to use the technology, as well as to understand the work they are expected to do. This introduction will require extra time, so children will visit only one station on Day 1.

If needed, explain how to play BINGO, a new activity in the Word Work Station. Children use the Letter Cards as markers to indicate that they have an image corresponding to the called letter.

This week, teachers might begin to work with small groups for targeted instruction. Be sure children can manage Stations materials, activities, clean up, and transitions before stepping away to focus on small groups.

| Week 4, Day 1  |  |
|--|--|
| Introduce the Listening and Speaking Station: Listen and Respond |  |
| All other stations open; children visit one station only         |  |
| <b>Materials and Preparation</b>                                 | <u>Listening and Speaking</u> <ul style="list-style-type: none"><li>● <i>Bippity Bop Barbershop</i>, Natasha Tarpley</li><li>● technology for listening to recorded text</li><li>● <i>Bippity Bop Barbershop</i> audio recording</li><li>● conversation prompts, cut apart</li><li>● headphones (optional)</li></ul>   |
| <b>Introduction</b><br>10 minutes                                | <p><i>You have been doing an activity called Talk Time at the Listening and Speaking Station. Starting this week, there's a second activity that you'll be doing at this station—just like you have a couple of different activities in Word Work each week.</i></p> <p><i>This new activity is called Listen and Respond. First you will listen to a book, and then you'll talk with a partner to respond to, or answer, a question. Let me show you the materials you'll use and how it works.</i></p> <p>Show the book.</p> |

|            |   |
|------------|---|
|            | <p>Demonstrate how the audio technology works by playing a section of the recorded text.<br/> Show the prompt and read it aloud. Model turning to a partner and talking about the prompt. Model turning back through the book to refer directly to the illustrations.</p> <p>Have a few children try out the technology and describe to classmates how it works.</p> <p style="text-align: center;"><i>You will only have time to visit one station today. Let's get started!</i></p> |
| 15 minutes | Dismiss children to their stations to begin work.   |
| 5 minutes  | <p>Bring the group back together.</p> <p style="text-align: center;"><i>If you visited the Listening and Speaking Station for Listen and Respond today, tell us how it went. What do other children need to know to make it work well?</i></p>  |

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!

Talk Time Week 4



<https://copley-wolff.com/frog-pond>



<https://copley-wolff.com/frog-pond>

Listening & Speaking Station: Talk Time U1 W4

How can a fountain create community?

---

How can a fountain create community?

---

How can a fountain create community?

---

How can a fountain create community?

---

# Talk Time

Unit 1, Week 4





***Bippity Bop Barbershop***

What was the problem in the story?  
How was it solved?

---

***Bippity Bop Barbershop***

What was the problem in the story?  
How was it solved?

---

***Bippity Bop Barbershop***

What was the problem in the story?  
How was it solved?

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

**Writing Station**

What was the most important event in *Full, Full, Full of Love*?

Draw a picture to show your thinking.

A large, empty rectangular box with a thin black border, intended for a student to draw a picture illustrating their response to the question above.

Writing Station W4

**Sorting Beginning Sounds and Letters (m, n, i, u)**

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

|  |  |
|--|--|
|  |  |
|  |  |

**Sorting Beginning Sounds and Letters (m, n, i, u)**

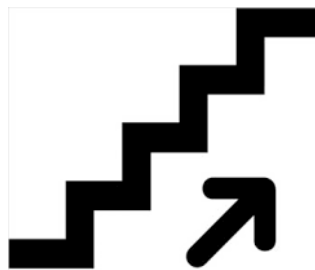
**Letter Cards:** Copy 5 sets and cut apart. Place a set of Letter Cards and a set of Picture Cards in each envelope.

|   |   |   |   |
|---|---|---|---|
| m | n | i | u |
| M | N | I | U |

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



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

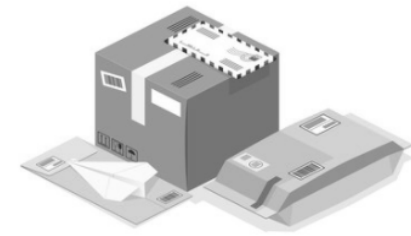


**Sorting Beginning Sounds and Letters (m, n, i, u)**

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

|   |   |   |   |
|---|---|---|---|
| m | n | i | u |
| M | N | I | U |

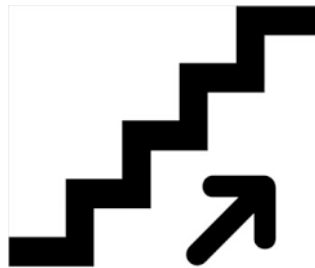
**Picture Cards:** Copy 5 sets and cut apart. Place a set of Letter Cards and a set of Picture Cards in each envelope.



Word Work Station U1 W4



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



Word Work Station U1 W4

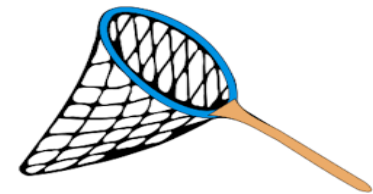
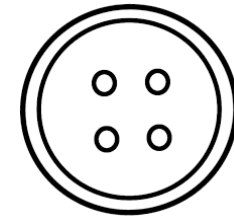
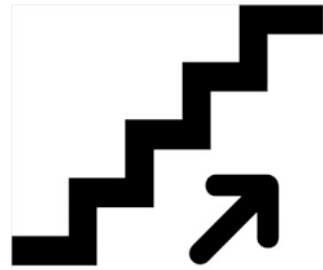
Word Work Station U1 W4

Letter Cards for BINGO

Make multiple copies so that children can use these cards as markers as they play BINGO.

| Letter Cards |    |    |    |
|--------------|----|----|----|
| Mm           | Nn | Uu | Bb |
| li           | Ff | Tt |    |

# Bingo Board #1



RF.K.1, RF.K.2

Word Work Station U1 W4

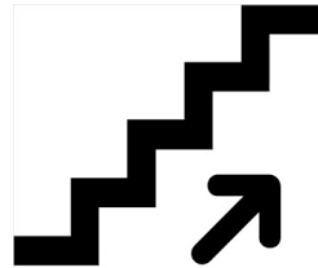
# Bingo Card #2



RF.K.1, RF.K.2

Word Work Station U1 W4

# Bingo Board #3



RF.K.1, RF.K.2

Word Work Station U1 W4

# Bingo Board #4



RF.K.1, RF.K.2

Word Work Station U1 W4

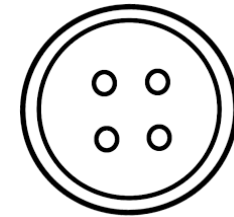
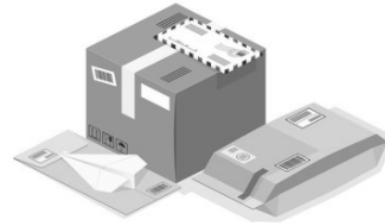
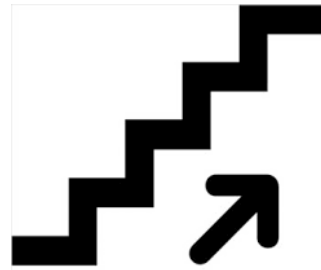
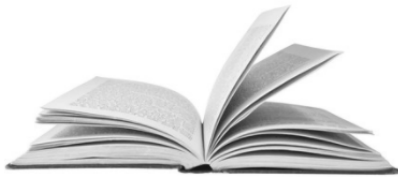
Letter Cards for BINGO.

Make multiple copies so that children can use these cards as markers as they play BINGO.

| Letter Cards |    |    |    |
|--------------|----|----|----|
| Mm           | Nn | Uu | Bb |
| li           | Ff | Tt |    |



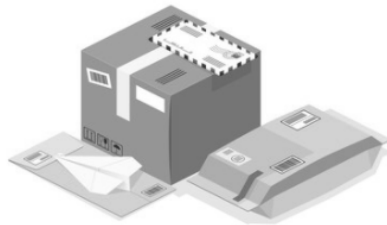
# Bingo Board #1



RF.K.1, RF.K.2

Word Work Station U1 W4

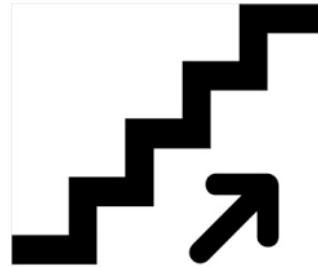
# Bingo Card #2



RF.K.1, RF.K.2

Word Work Station U1 W4

# Bingo Board #3



RF.K.1, RF.K.2

Word Work Station U1 W4

# Bingo Board #4



RF.K.1, RF.K.2

Word Work Station U1 W4