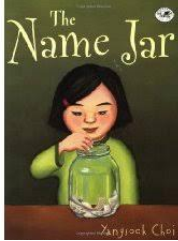


Unit 1: Our Community

WEEK 5 At a Glance

Text



Read Aloud

Day 1: *The Name Jar*, Read 1
Day 2: *The Name Jar*, Read 2
Day 3: *The Name Jar*, Read 3
Day 4: *The Name Jar*, Read 4
Day 5: *The Name Jar*, Read 5; Unit Question Chart

Centers

Art Studio Table: Watercolors 2 (Days 1-5)
Art Studio Easel: Self-Portraits 1 (Days 2-5)
Blocks: Community Places 1 (Days 4-5)
Dramatization: Barber Shop 2 (Days 1-5)
Library & Listening: Book Reviews (Days 4-5)
Discovery Table: Tiny Kindergarten 2 (Day 1-5)
Writing & Drawing: Writing Messages (Days 3-5)

Writing: Personal Recount

Day 1: Deconstruction: Conclusion; Individual Construction
Day 2: Individual Construction
Day 3: Deconstruction: Title; Individual Construction
Day 4 & 5: Individual Construction

Phonics Program: Follow Guide

Shared Reading: "Riding in My Car"

Stations

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

- Talk Time
- Listen and Respond: *The Name Jar*

Writing: *Bippity Bop Barbershop*
Word Work: Beginning Sound BINGO2; Matching Rhymes

Storytelling and Story Acting: Children dictate stories and act them out.

Math: Follow Guide

At a Glance U1 W5



nervous



tease



pronounce



curious

Read Aloud Vocabulary U1 W5

The Name Jar



Yangsook Choi

nervous



nervous



tease



tease



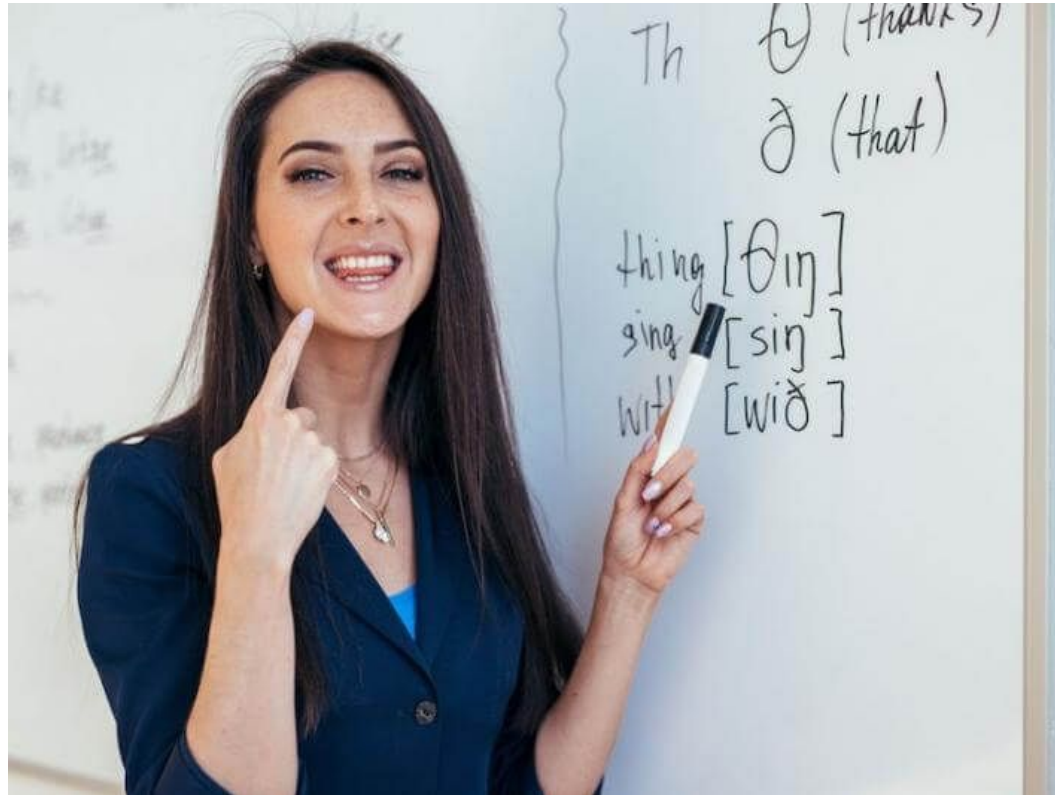
curious



curious



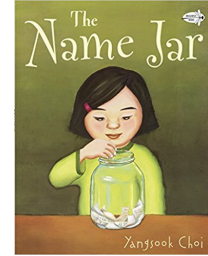
pronounce



pronounce



WEEK 5 Day 1



Read Aloud
The Name Jar
Read 1 of 5, Pages 1-15

Big Idea	Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.
Unit Question	What does it mean to be a member of a community?
Guiding Questions	How do we develop fairness, inclusivity and friendship in our community? How do you most effectively communicate your thoughts, ideas, feelings, and traditions?
Content Objective	I can use details from the text to identify and describe the characters, settings, and major events in <i>The Name Jar</i> . (R.6.K.a, R.6.K.b, R.8.K.a, R.8.K.b)
Language Objective	I can confirm understanding of a text read aloud by answering questions during a class discussion. (SL.2.K.a)
Vocabulary	nervous: worried and a little scared pronounce: to show how something is said curious: interested and wanting to learn tease: to make fun
Materials and Preparation	<ul style="list-style-type: none">● My Name sheets, 1 for each child Send these sheets home to families, to be completed together with their children. Request that sheets be returned before the Day 5 lesson. Invite families to also share name stories through electronic communication to increase accessibility. These sheets will be used during the Day 5 Read Aloud lesson.● <i>The Name Jar</i>, Yangsook Choi

	<p>Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the page that begins, “Through the school bus window..”</p> <ul style="list-style-type: none"> • <i>The Name Jar</i> vocabulary cards • chart paper and markers <p>Prepare a new Story Elements chart.</p> <table border="1" data-bbox="500 373 1362 1083"> <tr> <th colspan="2" data-bbox="500 373 1362 441">Story Elements</th> </tr> <tr> <td colspan="2" data-bbox="500 441 1362 508"><i>The Name Jar</i> by Yangsook Choi</td> </tr> <tr> <td colspan="2" data-bbox="500 508 1362 575">Orientation:</td> </tr> <tr> <td data-bbox="500 575 932 743">Characters</td> <td data-bbox="932 575 1362 743">Setting</td> </tr> <tr> <td colspan="2" data-bbox="500 743 1362 810">Sequence of Events:</td> </tr> <tr> <td data-bbox="500 810 932 947">Problem</td> <td data-bbox="932 810 1362 947">Resolution</td> </tr> <tr> <td colspan="2" data-bbox="500 947 1362 1083">Message:</td> </tr> </table>	Story Elements		<i>The Name Jar</i> by Yangsook Choi		Orientation:		Characters	Setting	Sequence of Events:		Problem	Resolution	Message:	
Story Elements															
<i>The Name Jar</i> by Yangsook Choi															
Orientation:															
Characters	Setting														
Sequence of Events:															
Problem	Resolution														
Message:															
<p>Opening 1 minute</p>	<p>Introduce the text. <i>Today we are reading a story called The Name Jar. Yangsook Choi is the author and illustrator of the story. What do you see on the cover? Based on the title, what do you think is in the jar?</i></p> <p>Harvest a few responses.</p> <p>Set a purpose for the read. <i>The character on the cover is Unhei. Today, we are going to use details from the story to describe how Unhei feels in the first half of the story. Then, we’ll complete part of our new Story Elements chart and identify the problem in the story.</i></p>														
<p>Text and Discussion 10 min page 1</p>	<p><i>What does it mean to be nervous? How would you look if you were nervous?</i></p>														

pages 3	<p><i>What have we learned about Unhei so far?</i></p> <p>Harvest a few responses and reread key details as needed. [Unhei is from Korea; she has a Korean name; she is new to the United States of America; she is nervous about and excited for school.]</p> <p>As needed, clarify that the airport is a memory rather than the current setting.</p>
page 5	<p><i>The text tells us that “Unhei felt herself blush,” which means that her face is turning red and hot. How do you think she is feeling? What makes you think that?</i></p> <p>Harvest several responses.</p>
page 7	<p><i>The text says she felt “curious eyes on her.” That means the classmates were interested and wanted to learn more about her.</i></p>
page 8	<p><i>Why do you think Unhei told her classmates that she hasn’t picked a name yet, and why is she now asking her mom for an American name?</i></p> <p>Harvest several responses.</p> <p>Clarify the meaning of the word pronounce.</p>
Page 11	<p><i>Unhei’s neighborhood includes stores from many different cultures. It seems that Unhei is not the only person from another country in her community. I wonder if other people in the neighborhood have names they have to help people pronounce!</i></p> <p>Read to page 15 with minimal stopping; page 13 will be revisited in the key discussion.</p>
<p>Key Discussion and Activity 8 minutes</p>	<p>Turn back to page 13 and reread the phrase in italics, “I don’t think American kids will like me, she worried as she began to brush her teeth.”</p> <p>Invite children to Think, Pair, Share.</p> <p><i>Why is Unhei feeling this way?</i></p> <p>After their Pair conversations, invite children to share ideas with the whole group before moving to the second prompt.</p> <p><i>What is the problem in the story?</i></p> <p>During the share, record a synthesis of children’s responses on the Story Elements chart.</p> <p>Invite children to identify the characters and settings, then record on the chart. Leave the Resolution and the Message sections for subsequent lessons.</p>

<p>Closing 1 minute</p>	<p><i>Tomorrow we'll read to find out what Unhei decides to do about her name and the name jar!</i></p>
<p>Standards</p>	<p>R.6.K.a With prompting and support, identify characters settings and major events in a story. R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. R.8.K.a Identify texts that tell stories. R.8.K.b Identify texts that provide information. SL.2.K.a Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
<p>Ongoing assessment</p>	<p>Listen to children's responses during whole group conversation and Think, Pair, Share.</p> <ul style="list-style-type: none"> Do children reference specific details from the story to explain their thinking? Do children demonstrate understanding of story elements? What understandings do children demonstrate about Unhei's feelings and actions? Do children confirm understanding through engagement in discussion protocols, or seek clarity if the text is not understood?

Notes

Name: _____

My Name

Dear Families,

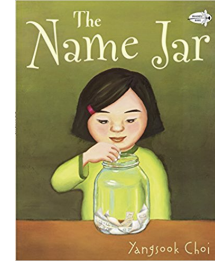
This week we are reading a book called *The Name Jar*, by Yangsook Choi. In the story, the main character learns the story and meaning of her name, Unhei, which means *grace* in Korean.

With your child, please discuss the following questions. Your child can draw and write about their name. Please return this sheet to school on _____.

1. What do you like about your name?
2. What would you like others to know about your name?
3. What language do you use at home to say your name?
4. What is the story of how you got your name, if you know it?



WEEK 5 Day 2



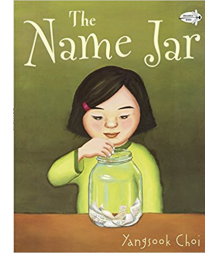
Read Aloud
The Name Jar
 Read 2 of 5, Pages 15-30

Big Idea	Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.
Unit Question	What does it mean to be a member of a community?
Guiding Questions	How do we develop fairness, inclusivity and friendship in our community? How do you most effectively communicate your thoughts, ideas, feelings, and traditions?
Content Objectives	I can use details from the text to describe the characters and major events in <i>The Name Jar</i> . (R.4.K, R.6.K.a, R.6.K.b, R.8.K.a, R.8.K.b) I can use details from the text to make predictions about a character. (RL.K.1)
Language Objective	I can confirm understanding of a text read aloud by answering questions during a class discussion. (SL.2.K.a)
Vocabulary	nervous: worried and a little scared pronounce: to show how something is said curious: interested and wanting to learn tease: to make fun
Materials and Preparation	<ul style="list-style-type: none"> ● <i>The Name Jar</i>, Yangsook Choi ● <i>The Name Jar</i> vocabulary cards ● Story Elements Chart, from Day 1 ● Think, Pair, Share chart <p>On the whiteboard write:</p>

	<p>What is the story’s resolution?</p> <p>Why do you think that Unhei made the decision to keep her name?</p>
<p>Opening 2 minutes</p>	<p>Introduce the text. Open the book to page 15. <i>Yesterday we read the first half of The Name Jar. We left off here, as Unhei is looking at all the American names her classmates put in the jar.</i></p> <p><i>Do you think Unhei will choose one of the names from the jar to be her new name, or do you think she’ll keep her name? What makes you think that?</i></p> <p>Harvest responses and encourage children to support their predictions with details from the story so far.</p> <p>Set a purpose for the read. <i>Today, we’ll read to find out what Unhei decides! Then, we’ll use details from the story to discuss how the problem was resolved.</i></p>
<p>Text and Discussion 10 min</p> <p>page 17</p>	<p><i>We see that Joey is treating Unhei differently than the children on the bus treated her that first day. How is Joey acting?</i></p> <p>Harvest a few ideas.</p>
<p>page 21</p>	<p><i>What do you think Unhei is thinking about in front of the bathroom mirror?</i></p> <p>Harvest several ideas, and reread the grandma’s letter to support comprehension.</p>
<p>page 25</p>	<p><i>What predictions do you have now? How have the events on the last few pages changed your ideas about what Unhei might decide?</i></p> <p>Harvest a few responses to each question.</p> <p>Read through to the end of the story with minimal stopping.</p>
<p>Key Discussion and Activity 8 minutes</p>	<p>Invite children to Think, Pair, Share about the two questions on the board. <i>What is the story’s resolution? How was the problem resolved?</i> Invite children to share responses, waiting to record ideas on the chart until after the second prompt.</p> <p><i>Why do you think that Unhei made the decision to keep her name?</i> During the share, record a synthesis of children’s responses to the two questions on the Story Elements chart.</p>

	<p><i>Have we met any other important characters since yesterday who we should include on our Story Elements chart? [Joey, Mr. Kim, Grandma]</i></p> <p><i>Why are these characters important in resolving the problem in the story?</i></p> <p>Leave the Message on the chart for subsequent lessons.</p>
<p>Closing 1 minute</p>	<p><i>Tomorrow we'll read the story again and think about how Unhei changed in the story.</i></p>
<p>Standards</p>	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p>R.6.K.a With prompting and support, identify characters settings and major events in a story.</p> <p>R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>R.8.K.a Identify texts that tell stories.</p> <p>R.8.K.b Identify texts that provide information.</p> <p>SL.2.K.a Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
<p>Ongoing assessment</p>	<p>Listen to children's responses during whole group conversation and Think, Pair, Share.</p> <p>Do children reference specific details when making a prediction?</p> <p>What understandings do children demonstrate about Unhei's feelings and actions?</p> <p>Do children demonstrate understanding of story elements?</p> <p>Do children confirm understanding through engagement in discussion protocols? Do they seek clarity if the text is not understood?</p>

Notes



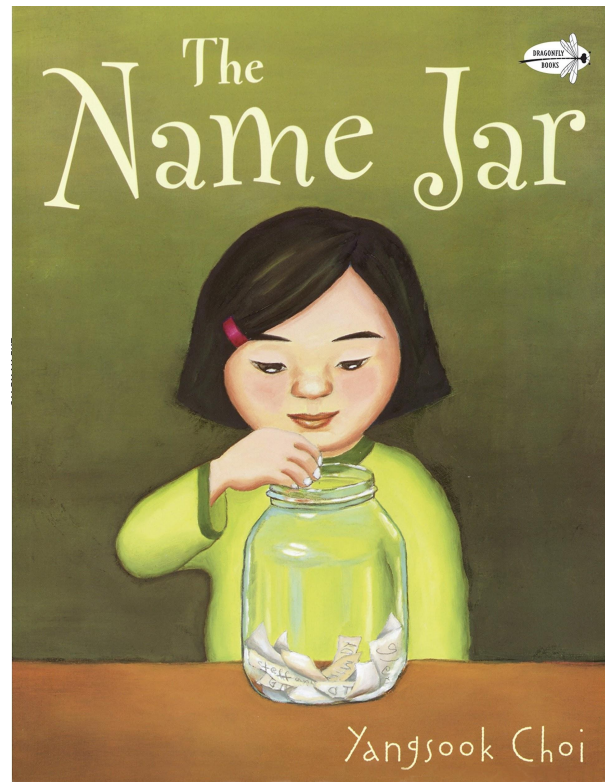
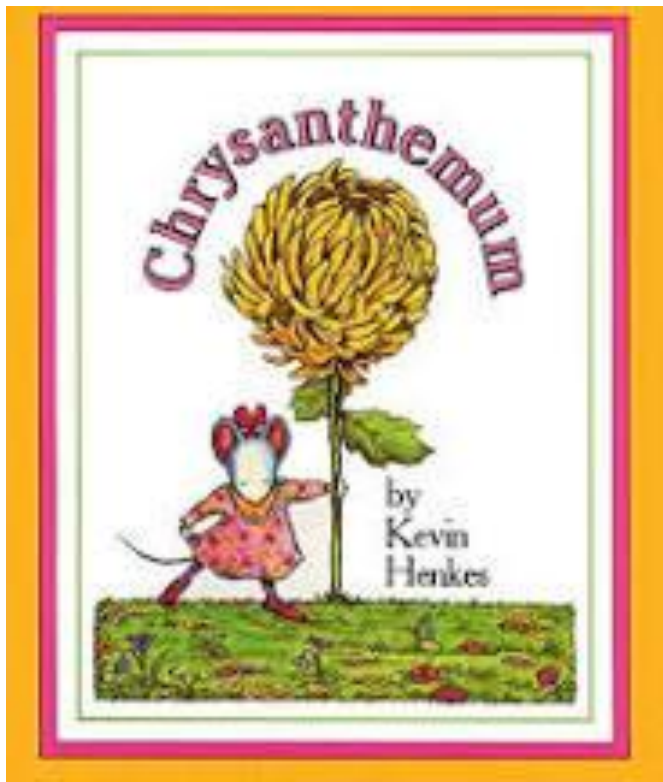
Read Aloud
The Name Jar
 Read 3 of 5

Big Idea	Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.
Unit Question	What does it mean to be a member of a community?
Guiding Questions	How do we develop fairness, inclusivity and friendship in our community? How do you most effectively communicate your thoughts, ideas, feelings, and traditions?
Content Objectives	I can use details from words and illustrations to describe how Unhei changed in the story. (R.6.K.a, R.6.K.b, , R.11.K.a, R.11.K.c) I can use illustrations to retell events from the story. (R.5.K.a, R.5.K.b)
Language Objective	With support, I can explore using various adjectives to describe Unhei’s feelings and actions at different parts of the story. (L.5.K)
Vocabulary	nervous: worried and a little scared pronounce: to show how something is said curious: interested and wanting to learn tease: to make fun
Materials and Preparation	<ul style="list-style-type: none"> ● <i>The Name Jar</i>, Yangsook Choi Flag pages 6-7, 26-27. ● <i>The Name Jar</i> vocabulary cards ● <i>The Name Jar</i> slides for close viewing ● Story Elements chart, from previous days ● Think, Pair, Share chart <p>On the whiteboard write:</p>

	How does Unhei change in the story?
Opening 1 minute	Introduce the text. <i>Today we'll reread important events from The Name Jar by Yansook Choi.</i> Set a purpose for the read. <i>We'll gather details from both the words and illustrations to answer this question: How does Unhei change in the story?</i> <i>We'll use describing words called adjectives to talk about and act out how Unhei is feeling at the beginning and end of the story.</i> <i>Instead of reading the whole story again, we'll read just some parts; at other parts we'll use the illustrations to retell what we remember.</i>
Text and Discussion 12 min page 7 (slide 2)	Reread pages 1-7 without stopping. Then show slide 2 to allow for close viewing of pages 6-7. <i>What are some words the author uses to describe how Unhei is feeling when she first arrives at her new school in a new country?</i> [nervous, excited] Harvest and affirm responses by finding specific adjectives in the text and rereading them. Invite children to demonstrate the meaning of the adjectives with body language. <i>Take a close look at the picture. How else might we describe Unhei's feelings as she meets her new class?</i> [unsure, afraid, curious, shy] Harvest responses and use descriptive adjectives.
page 9	<i>Unhei told her mom her feelings. What did she share with her mom?</i> Harvest a few responses, rereading as needed, key dialogue ("I don't want to be different from all the American kids.").
pages 10-24	<i>As I turn through the pages, you can retell the story using the illustrations to remind you of important events and feelings.</i> Turn through this section of pages. If misunderstandings surface, strategically select key pages to reread.
page 25	Begin reading at the top of page 25 and continue through page 27 without stopping.
Key Discussion and Activity 6 minutes	Invite children to Think, Pair, Share, displaying slide 3 for close viewing of pages 26-27. <i>How is Unhei acting differently in front of her class than she did on the first day she arrived? With your partner, think of words that describe Unhei at this part of the story.</i>

<p>pages 26-27</p>	<p>Invite children to share ideas from their partner conversations before asking prompt 2. As needed, model using descriptive adjectives (confident, sure, proud).</p> <p>Refer to the whiteboard.</p> <p style="text-align: center;"><i>How does Unhei change in the story?</i></p> <p>Highlight responses that compare Unhei’s feelings and actions at the beginning and end of the story. Show the slides for comparison, as needed to support discussion.</p>
<p>Closing 1 minute</p>	<p style="text-align: center;"><i>In the books we have read so far, so many of the characters have changed over the course of the story! Tomorrow we’ll compare The Name Jar with Chrysanthemum.</i></p>
<p>Standards</p>	<p>R.6.K.a With prompting and support, identify characters settings and major events in a story.</p> <p>R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>R.11.K.a With prompting and support, describe the relationship between illustrations and the text.</p> <p>R.11.K.c With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</p> <p>L.5.K With guidance and support from adults, explore word relationships and nuances in word meanings.</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during whole group conversation and Think, Pair, Share.</p> <p style="padding-left: 40px;">Do children reference specific details when sharing ideas?</p> <p style="padding-left: 40px;">What understandings do children demonstrate about Unhei’s feelings and actions?</p> <p style="padding-left: 40px;">Do children describe how Unhei changed over the course of the story?</p> <p style="padding-left: 40px;">What words do children use to describe Unhei at the beginning and end of the story?</p>

Notes



Read Aloud Week 5, Day 4

Selected pages for close reading



“Your name is beautiful.”

“And precious and priceless and fascinating and winsome,” said her father.

“It’s everything you are,” said her mother.

“Absolutely perfect,” said her father.





When Unhei got home from school that day, her little brother ran to give her a letter. It was from her grandma. She opened it quickly. It said,

To my Unhei,

I hope you are enjoying your new school and new friends.

Be sure to help your mother and your little brother.

Here the moon is up, but there the sun is up. No matter how far apart we are and no matter how different America is from Korea, you'll always be my Unhei.

Your grandma forever

Unhei took out her wooden stamp and filled a paper with it. She thought for a long time in front of the bathroom mirror.

Her mother looked at her with surprise. “Why? Unhei is a beautiful name. Your grandma and I went to a name master for it.”

“But it’s so hard to pronounce,” Unhei complained. “I don’t want to be different from all the American kids.”

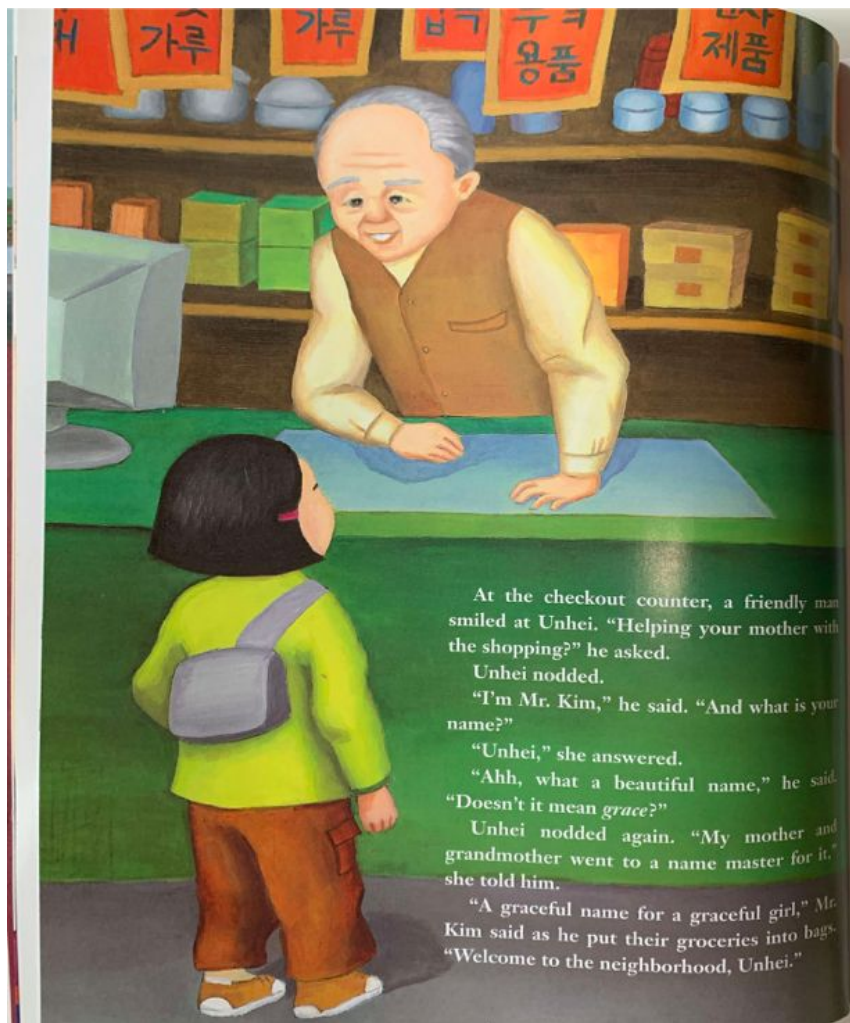
“You *are* different, Unhei,” her mother said. “That’s a good thing!”



“Unhei,” she answered.

“Ahh, what a beautiful name,” he said.

“Doesn’t it mean *grace*?”



At the checkout counter, a friendly man smiled at Unhei. “Helping your mother with the shopping?” he asked.

Unhei nodded.

“I’m Mr. Kim,” he said. “And what is your name?”

“Unhei,” she answered.

“Ahh, what a beautiful name,” he said.

“Doesn’t it mean *grace*?”

Unhei nodded again. “My mother and grandmother went to a name master for it,” she told him.

“A graceful name for a graceful girl,” Mr. Kim said as he put their groceries into bags. “Welcome to the neighborhood, Unhei.”

How are Chrysanthemum's
and Unhei's family
communities similar?

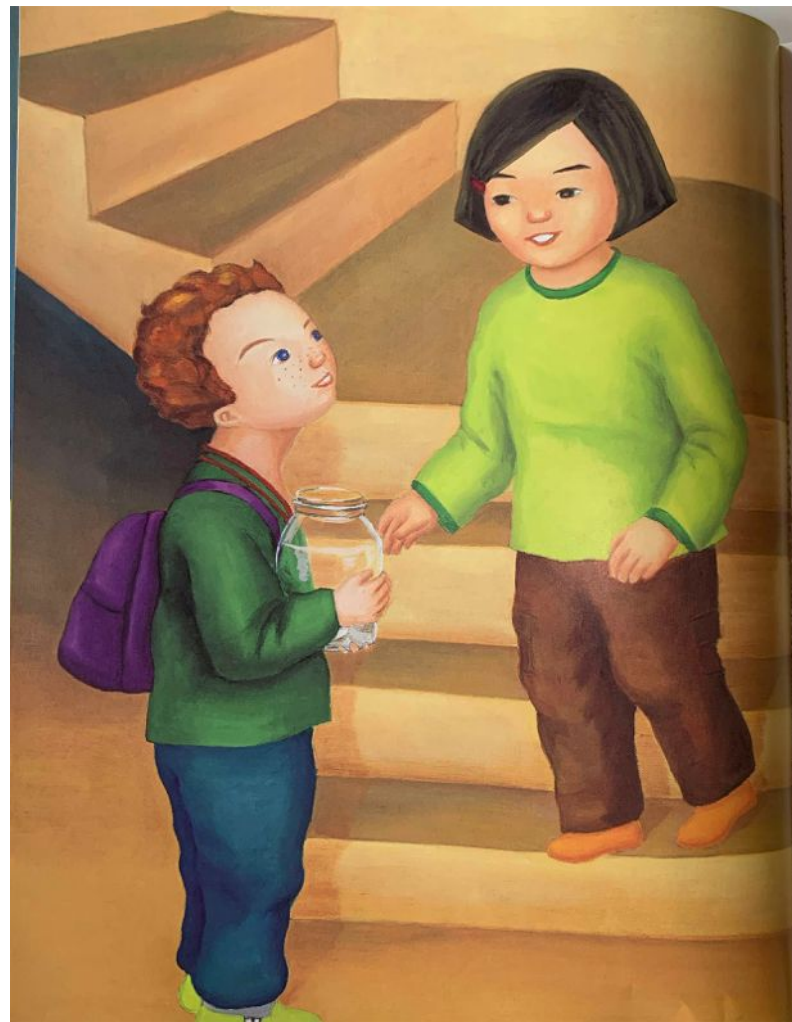
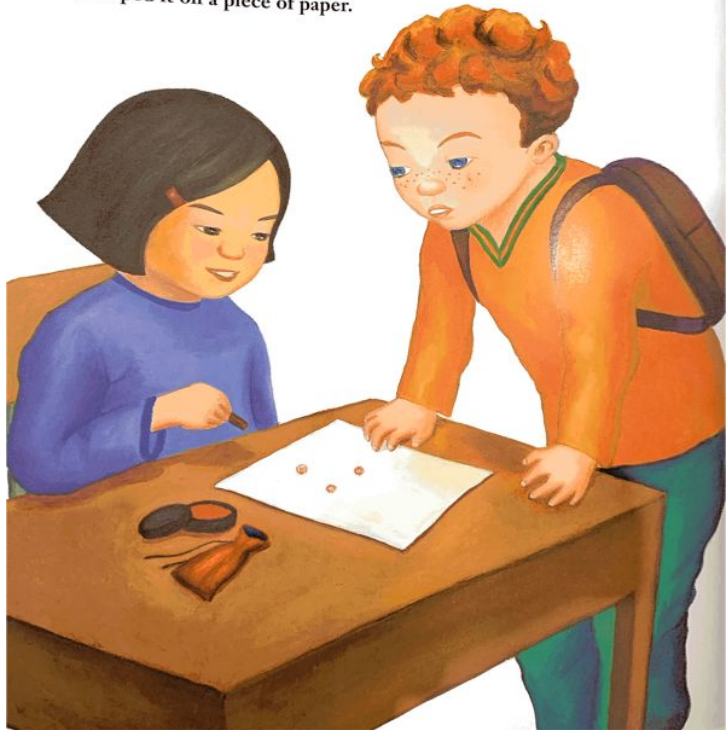


At three o'clock, the bell rang for the end of the school day. Unhei looked out the window and saw it was sprinkling. *It's the same rain,* she thought, *at a different place.* She watched other kids leaving in groups.

"Hey!" a familiar voice called out to her. Unhei turned around to see the curly-haired boy again.

"I'm Joey," he said. "And you? Don't you have *any* name?"

Unhei thought for a moment. "Well...I can *show* you," she said, and she pulled out the small red pouch. She pressed the wooden block on the ink pad and stamped it on a piece of paper.



“Chinku,” read Unhei.
“That means *friend!*”

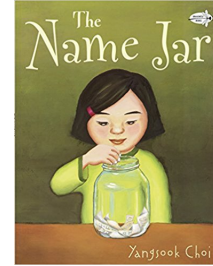
And Chinku smiled
back.



Carefully, he pulled a small silver felt pouch from his pocket. Then he took out a dark wooden stamp with beautiful Korean characters carved sharply into it. He pressed it on the ink pad and then on the piece of paper next to her name.

“Chinku,” read Unhei. “That means *friend!*”
And Chinku smiled back.

How is Joey a caring member of Unhei's community?



Read Aloud
The Name Jar
 Read 4 of 5

Big Idea	Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.
Unit Question	What does it mean to be a member of a community?
Guiding Questions	How do we develop fairness, inclusivity and friendship in our community? How do you most effectively communicate your thoughts, ideas, feelings, and traditions?
Content Objective	I can compare characters and key events in <i>The Name Jar</i> and <i>Chrysanthemum</i> . (R.11.K.a, R.11.K.b, R.11.K.c, R.11.K.d)
Language Objective	I can use words and phrases from our unit about communities to describe characters from stories. (L.6.K, Civics & Government 3)
Vocabulary	<p>compare: to note similarities and differences</p> <p>nervous: worried and a little scared</p> <p>pronounce: to show how something is said</p> <p>curious: interested and wanting to learn</p> <p>tease: to make fun</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>The Name Jar</i>, Yangsook Choi ● <i>Chrysanthemum</i>, Kevin Henkes ● <i>The Name Jar</i> Story Elements chart ● <i>Chrysanthemum</i> Story Elements chart <p>Post the two Story Elements charts so they can be reviewed simultaneously by the whole group.</p> <ul style="list-style-type: none"> ● Think, Pair, Share chart

	<ul style="list-style-type: none"> Unit 1 End of Unit Assessment prompt (from Stations), child’s copy, one copy <p>On the whiteboard write: How are Unhei and Chrysanthemum’s family communities similar?</p> <p>How does Unhei’s classmate Joey act differently than Chrysanthemum’s classmates?</p> <p>Review any My Name Home Connection sheets that have been returned. Sit down with children who have not returned them to complete the interview and drawing before the Day 5 lesson. Send a reminder to families to complete the sheet, if possible.</p>
<p>Opening 1 minute</p>	<p>Introduce the text. <i>Last week we read Chrysanthemum, and this week we’ve been reading The Name Jar. These two stories are similar in some ways, and different in other ways. When we talk about what’s similar and different, we are comparing.</i></p> <p>Set a purpose for the read. <i>Today, we’ll look at our Story Element charts from both stories and compare them. Then, we’ll think about how the school and home communities in the stories are similar and different by looking back at important parts of the stories.</i></p>
<p>Text and Discussion 12 min</p> <p>Story element charts</p>	<p>Refer to the Story Elements charts and reread the Problem sections on both charts. <i>What is similar, or the same, about the problems the characters faced in the two stories?</i></p> <p>Harvest several responses before synthesizing children’s ideas.</p> <p>Reread the Resolution sections on both charts. <i>What’s different about how the problems in the stories were resolved?</i></p> <p>Harvest several responses before synthesizing children’s ideas. <i>In Chrysanthemum the teacher, Ms. Twinkle, helps solve the problem, but in The Name Jar, something different happens. Unhei’s classmates, her family, and her neighbors like Mr. Kim, support her, and Unhei solves the problem herself.</i></p> <p><i>Even though Chrysanthemum’s classroom community acts differently than Unhei’s, their families act similarly. Let’s look back at some important parts from both stories.</i></p>
<p>slide 2</p>	<p>Show the illustrations and read the excerpt.</p>

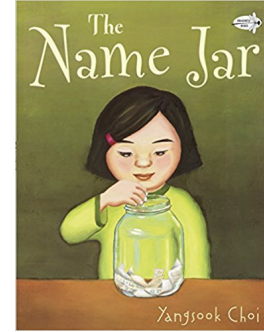
	<p><i>How were Chrysanthemum's parents caring members of her community?</i></p> <p>Harvest a few responses.</p>
slide 3	<p>Show the illustration and read the letter from Grandma.</p> <p><i>How was Unhei's grandma a caring member of her community?</i></p> <p>Harvest a few responses.</p>
slide 4	<p>Show the illustration and read the excerpt.</p> <p><i>How was Unhei's mom a caring member of her community?</i></p> <p>Harvest a few responses.</p>
Slides 5 and 6	<p>Show the illustration from the text and read the excerpt on the slide.</p> <p><i>Even though he wasn't part of her family, we can see that Mr. Kim also was a caring member of Unhei's community.</i></p> <p>Invite children to Think, Pair, Share in response to the first question on the whiteboard.</p> <p><i>How are Unhei and Chrysanthemum's family communities similar?</i></p>
slide 7	<p><i>Let's think more about what was different in the two stories. One of the big differences is how the classmates act.</i></p> <p><i>What do you remember about how Chysanthemum's classmates acted? Look at the illustration to help you.</i></p> <p>Harvest a few responses.</p>
slides 8-9	<p>Review the slides.</p>
Key Discussion and Activity 6 minutes	<p>Invite children to Think, Pair, Share.</p> <p><i>How is Joey a caring member of Unhei's community?</i></p> <p>During the share, encourage children to use key details from the story to support their ideas.</p> <p><i>How did all of the other classmates, besides Joey, also act like caring members of the community?</i></p>
Closing 1 minute	<p>Show children the writing paper for the Unit 1 Assessment.</p> <p><i>Next week in the Writing Station, you'll think more about how Unhei's classmates acted. This paper asks the question, How did Unhei's classmates act like caring members of a community? You'll talk, draw and write about your thinking.</i></p>
Standards	<p>R.11.K.a With prompting and support, describe the relationship between illustrations and the text.</p> <p>R.11.K.b With prompting and support, compare and contrast the experiences of characters in two or more familiar texts.</p>

	<p>R.11.K.c With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p>R.11.K.d With prompting and support, compare and contrast two texts on the same topic.</p> <p>L.6.K Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>Civics and Government 3 Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and local laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during whole group conversation and Think, Pair, Share.</p> <ul style="list-style-type: none"> Do children reference specific details when sharing ideas? What similarities in the two texts do children describe? What differences in the two texts do children describe? How do children use their growing knowledge and vocabulary about communities to compare texts?

Notes

Unit 1: Our Community

WEEK 5 Day 5



Read Aloud
The Name Jar
Read 5 of 5

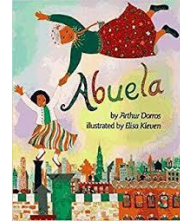
Big Ideas	Individuals, or citizens, come together to work, live, learn, and relate to each other in communities. One way people in communities communicate is through stories.
Unit Question	What does it mean to be a member of a community?
Guiding Questions	How do we develop fairness, inclusivity and friendship in our community? How do you most effectively communicate your thoughts, ideas, feelings, and traditions?
Content Objective	I can retell the message in <i>The Name Jar</i> . (R.5.K.a, R.5.K.b)
Language Objective	I can ask and answer questions about name stories. (SL.2.K.b)
SEL Objective	I can share the story of my name and its meaning to my family and community.
Vocabulary	nervous: worried and a little scared pronounce: to show how something is said curious: interested and wanting to learn tease: to make fun
Materials and Preparation	<ul style="list-style-type: none">● <i>The Name Jar</i>, Yangsook Choi● <i>The Name Jar</i> vocabulary cards● <i>The Name Jar</i> Story Elements chart● completed My Name Home Connection sheets

Read Aloud U1 W5 D5

	<p>Distribute all completed My Name sheets to children during the read aloud lesson. Connect with children prior to the lesson who need support in completing the activity. Review all of the sheets and choose two children who will model having a conversation to share their name stories.</p> <p>On the whiteboard write: What is the story of your name?</p>
<p>Opening 1 minute</p>	<p>Review the text. <i>We have done so much work with the story The Name Jar this week!</i></p> <p>Set a purpose for the lesson. <i>Today, we'll finish the final part of our Story Elements chart, the story's message. We'll think about what Yangsook Choi wanted to teach her readers.</i></p> <p><i>Then we'll share our own name stories with each other!</i></p>
<p>Text and Discussion 6 minutes Pages 26-30</p>	<p>Reread pages 26 to the end of the story without stopping. Refer to the Story Elements chart. <i>Think back to the full story and the parts we just heard again. What do you think the author, Yangsook Choi, wants to teach us? What's her message?</i> [What is different about us makes each of us special; our identity is important; knowing the stories behind our names can be a way of getting to knowing each other; caring members of communities learn about and celebrate differences]</p> <p>Harvest several ideas and encourage children to support their thinking with details from the text. Turn to relevant pages to support discussion. Synthesize children's ideas and record them in the Message section.</p>
<p>Key Discussion and Activity 9 minutes</p>	<p>Have children sit in a circle. Invite the selected children to the center of the circle to have a conversation about their name stories.</p> <p>Invite two children to share the stories of their names, using their sheets for reference. Invite them to model taking turns, listening and asking questions. Support each turn in the conversation. <i>Let's watch and listen as ____ shares her name story with her partner.</i></p> <p><i>Now her partner can share what she learned and what she's wondering about ____'s name. Now it's ____'s turn to share his name and ____'s turn to learn and ask questions.</i></p> <p>Harvest observations about the conversation and affirm expectations for partner conversations.</p>

	Distribute all children’s My Name sheets. Set children up in pairs to share their name stories.
Closing 1 minute	<i>We can learn so much about each other by learning the stories of our names!</i>
Unit Question Chart 3 minutes	Refer to the Unit Question Chart. <i>We have been thinking about this question: What does it mean to be a member of a community?</i> 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 support each other; members of a community celebrate each person’s (cultural and linguistic) identities; members of a community learn about each other.
Standards	R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how. R.5.K.b Retell key details of text with prompting and support, including the main topic. SL.2.K.b Ask and answer questions in order to seek help, gather information, or clarify something that is not understood.
Ongoing assessment	Listen to children’s responses during whole group conversation and Think, Pair, Share. Do children reference specific details when sharing ideas? What similarities in the two texts do children describe? What differences in the two texts do children describe? How do children use their growing knowledge and vocabulary about communities to compare texts? How do children listen to each other in sharing their name stories? What new connections are formed among classroom community members?

Notes



WEEK 5 Day 2

Art Easel: Self Portraits 1

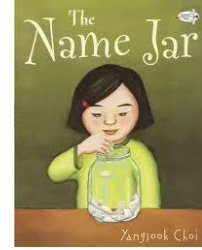
At the easel, children use observation to create sketches of self portraits. Drawing from a photo helps them think critically about how they record their observations as they compare the two images.

<p>Big Ideas</p>	<p>Individuals, or citizens, come together to work, live, learn, and relate to each other in communities People in communities represent their experiences and traditions through artistic expression.</p>
<p>Guiding Questions</p>	<p>When is it important to work in a group or independently? How do you most effectively communicate your thoughts, ideas, feelings and traditions?</p>
<p>Vocabulary</p>	<p>notice: to see, to pay attention to something represent: to show proportion: the way a representation (such as a drawing or structure) compares to real life sketch: a quick drawing that gives an idea of a more finished picture trace: to copy by drawing over another picture self portrait: a picture of oneself cross hairs: lines on a sketch to help put a specific detail in place precise: accurate, exact, just right satisfied: pleased, happy with a result</p>
<p>Materials and Preparation</p>	<p>Take and print photos of the children; for this purpose, headshots from the shoulders up work best.</p> <ul style="list-style-type: none"> ● chart paper ● marker ● easel ● pencils ● erasers

	<ul style="list-style-type: none"> ● thin black markers ● photo of each child, printed ● paper <p>Provide paper in various sizes but with the same ratio as the photos.</p>
<p>Intro to Centers</p>	<p><i>This week you'll make self portraits at the art studio. A self portrait is a picture that a person makes of themselves. You can make a self portrait from memory, or by looking at a mirror or a picture of yourself.</i></p> <p><i>What details do you think are most important to include when you make a picture that looks just like yourself?</i></p> <p>As children respond, write down a list of important details to include in a self portrait. When Centers open, post this list at the Easel.</p> <p><i>With this advice [refer to the list], I'm going to start by drawing a picture of myself. I want to make sure that my face and my head fill up the page just like they do in this photograph. Since I can see my neck and shoulders in the photo, I'll make sure I include those in my drawing.</i></p> <p>Model using a photo for reference. Underscore the observation that the head fills up most of the space in the photo; point out how the shoulders fill out the bottom part of the page and that most of the body is not included. Draw a large head and connect it to the shoulders and neck.</p> <p><i>I want to make sure that I have enough space for all of the details you mentioned—eyes, nose, mouth, ears, and hair. I'm going to make some very light marks called cross hairs to help me plan where I'll place the details in my drawing. These marks aren't on my face in real life, and they won't show in my final self portrait. They are just to help me plan.</i></p> <p>To demonstrate planning where to place features: Use pointer finger and thumb to touch the top and bottom of one ear. Holding that spacing, move the hand across the face toward the other side, pausing in the center to point out how the nose and eyes line up in the same space as the ears. Help children see how the cross hairs drawn on the outline of the head can be used to place the ears, nose, and eyes in the drawing. Add other details such as eyebrows, eyelashes, a mouth, ears, and hair, referencing the list of details children created earlier.</p> <p><i>I'm drawing very lightly and quickly to make a sketch. A sketch is a way of drawing lightly and quickly that helps me plan parts of my drawing. Later I can go back over and trace the lines I like best. When I'm finished, I can erase my sketch lines and the cross hairs if I need to.</i></p>

	<p>Once the drawing is complete, model satisfaction with the result, and then use a fine line black marker to trace over the best lines and details. Make a decision about erasing.</p>
<p>During Centers</p>	<p>Children work from a photograph to create a self portrait on their own. Using photographs ensures that children are working off of a consistent image; later, peers can help point out details that artists may have missed. In Week 6, children will build from this experience when they use these sketches to create another piece of art.</p> <p>Support the children to fill the space on the page. Remind them that this attempt is a sketch and that they can correct, add, and remove lines as they go along, if they work lightly. Encourage them to include as many details as they can.</p> <p>Once they are satisfied with their sketches, children go over the lines with thin black marker to complete their self portrait drawings.</p>
<p>Guiding Questions</p>	<ul style="list-style-type: none"> ● What details will you include in your self portrait? ● How can you make sure you line up your ears, eyes, and nose? ● What kinds of marks can you make to show different kinds of hair? ● How does sketching (drawing lightly and quickly) with your pencil help you be more precise about the details in your self portrait? ● Are you satisfied with your work? Why or why not?
<p>Standards</p>	<p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>VA.K.1. (Boston) 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>

Notes



WEEK 5 Day 1

Art Studio: Watercolors 2

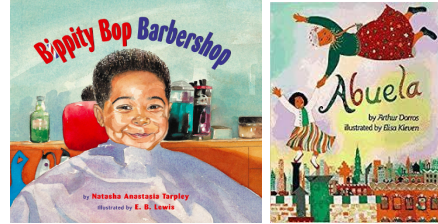
Children explore the technique of using watercolor paints on wet paper and compare these results with painting on dry paper.

Big Ideas	Individuals or citizens come together to work, live, learn and relate to each other in communities. People in communities represent their experiences and traditions through artistic expression.
Guiding Questions	What does it mean to be a member of a community? How do you most effectively communicate your thoughts, ideas, feelings and traditions?
Vocabulary	<p>materials: things needed for an activity</p> <p>represent: to show</p> <p>precious: very special</p> <p>disappear: to go completely away, to become unable to be seen</p> <p>imagine: to form a picture in one’s mind</p> <p>brushstroke: the mark made by a paintbrush</p> <p>technique: a way of doing something</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Steps for Watercolor Painting, copies as needed, from Week 4 ● watercolor paints ● watercolor paper ● brushes of different sizes ● containers for water ● paper towels or clean rags ● cardboard <p style="margin-left: 20px;">Cut the cardboard to create pieces slightly bigger than the paper being used for painting.</p> <ul style="list-style-type: none"> ● straws, optional <p style="margin-top: 10px;">Set up the Art Studio Table as in Week 4, with a water container for each</p>

	<p>child or pair of children. Arrange paper, brushes of different sizes, rags/paper towels, and Steps for Watercolor Painting. Ensure that at least one container of water and a couple of wide brushes will remain clean for the activity. Place a piece of cardboard under the paper at each workspace.</p> <p>Before introducing the activity, explore painting with watercolors on wet paper. Notice how wet the paper needs to be and how much paint should be on the brush in order to have an interesting effect. Notice which brushes are best suited to this technique. Use these observations to inform planning and the Intro to Centers.</p>
Intro to Centers	<p><i>Last week we experimented with adding different amounts of water to the watercolor paints. We learned about how to use water and paint to get different results on the paper. This week we will experiment by painting on paper that is wet and compare what we notice to how the watercolors work on dry paper.</i></p> <p><i>This watercolor painting technique is called “working wet.” Watch. I’m going to use the same painting steps, but before I paint, I’m going to get my paper wet. That’s why this technique is called “working wet.” What do you think might happen?</i></p> <p>Invite children to make predictions based on their previous experience with watercolor paints.</p> <p><i>Let’s see what happens.</i></p> <p>Use the clean brush and water to dampen an area of the paper. Choose another brush and load it with paint. Referring to the Steps for Watercolor Painting, gently dab the brush in the center of the wet area on the paper. If the paper is wet enough, the paint will bleed out from the center.</p>
During Centers	<p>Ask children to make predictions as they paint on wet and dry parts of the paper. Encourage them to explore different size brushes as well as different brush strokes and amounts of paint.</p> <p>Encourage children to lift and tilt the papers. Talk with them about and document their experiments and discoveries.</p> <p>Encourage children to notice what other children are doing and support conversation about their observations. Suggest that they share their discoveries, strategies, and questions.</p> <p>As an extension, children might use a straw to blow at a wet area, moving the paint on the wet paper.</p>
Facilitation	<ul style="list-style-type: none"> ● What happens when you use more or less water on your paper?

	<ul style="list-style-type: none">● What happens when you use different brushstrokes?● What happens when you tip the paper?● What happens to the paint when you blow on it with a straw?● How might you control where the paint goes? Is it easier to control the paint on wet paper, or on dry?
Standards	<p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>VA.K.1. (Boston) 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>

Notes



Blocks: Community Places 1

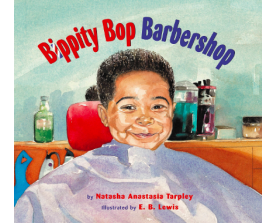
Children explore and play with various types of blocks and props and work collaboratively, becoming familiar with the properties of blocks and other materials in the block area.

Enduring Understandings	Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.
Essential Questions	What does it mean to be a member of a community?
Vocabulary	<ul style="list-style-type: none"> ● collaborate: <i>work together</i> ● communicate: <i>talk to someone about your ideas</i> ● community: <i>a group of people who live, work, or do things together</i> ● build: <i>construct</i> ● neighborhood: <i>a place where people work, or do things together</i> ● notice: <i>to see</i>
Materials and Preparation	<ul style="list-style-type: none"> ● unit blocks ● other types of blocks: foam blocks, Kapla blocks, hollow blocks, snap blocks, etc. ● other materials to use with the blocks, e.g., figurines, toy vehicles ● books about community and block play ● books about local buildings and in other places children's families are from ● paper & drawing utensils ● clipboards ● trays or small rugs ● tape ● images of structures (printed, on the computer, projected) Begin with images of local buildings and then in other places children's families are from, and images of structures built by children.

	<p>Set up one type of blocks and one set of props on the rug, or small wooden blocks or snap blocks on a table. Set up some clipboards with drawing utensils for sketching and recording.</p> <p>Hang images of structures on a low wall around the block center or put them on a ring so the children can access them.</p> <p>Display images of structures other children have built for inspiration. You may define the building space by taping an area on the rug, using a small area rug, or offering large trays.</p>
<p>Intro to centers</p>	<p><i>For the past week, you have been using blocks to construct our school community. Here are some of your sketches and pictures of your constructions.</i></p> <p>Show some of the work they have done.</p> <p><i>Today we are going to think about constructions that are part of our community. I want you to think about some of the many structures that you notice in the neighborhood. Our school is one of those structures. Can you think of any others? Can you think of some of the ones you have been in with your family?</i></p> <p>Invite children to turn and talk with a partner about some of the structures they see in the neighborhood. Harvest and write down some of their ideas</p> <p><i>You have come up with many structures that are in the community. We will hang this chart in the block area along with the pictures of structures in our neighborhood. You can use these as inspiration for your own constructions. We will also put <u>Abuela</u> in the block area since many of the structures in the book can also be found in our neighborhood.</i></p> <p><i>You might want to build with a friend.</i></p> <p><i>We also have some clipboards and pencils in the Block Center. You can use these to sketch or draw the buildings that are part of our community, or make a plan, or write some labels for your constructions</i></p> <p>Show one or two of the images or pages from <i>Abuela</i>. Wonder aloud how you might begin to build a structure in one of the images.</p> <p><i>What have you been inspired to build?</i></p> <p>Invite children to turn and talk with a partner about building ideas. Harvest and write down some of their ideas.</p>

During centers	Notice what and how the children are building. Are they working together? Are they building vertically or flat on the ground? Take photos or invite the children to do so. Ask them what they are working on. Point out opportunities for collaboration. Look at the images with children and ask them what the images inspire them to build. Notice the shapes of the blocks and help children contemplate which shapes might be more useful for different parts of their structures. Encourage children to count how many blocks they are using to make their buildings.
Guiding Questions	<ul style="list-style-type: none"> ● What materials and props do you need to build a structure? ● What did you notice about the structures in these images/books that could help you build your structure? ● How can you work together? ● Can you describe each block? How many blocks did you use? Which kind of block did you use the most? ● How can you get someone to work with you? ● What do you notice about someone else's structure that can help you with your structure? ● What do you observe (notice) about how someone else is solving that building problem?
Standards	<p>SL.2.K.b Ask and answer questions in order to seek help, gather information, or clarify something that is not understood.</p> <p>SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>Civics and Government 1 Students understand key ideas and processes that characterize democratic government in the community and the United States by identifying community workers and volunteers and the roles they play in promoting the common good.</p> <p>Geography 1 Students understand the nature and basic ideas of geography by identifying questions about their world and explaining that geography is the study of the Earth’s surface and peoples.</p> <p>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.</p>

Notes



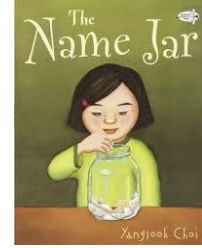
Dramatization: Barber Shop/Hair Salon 2

Children continue to use the Dramatization Center to act out scenes from *Bippity Bop Barbershop* and from their own experiences.

Big Idea	Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.
Guiding Question	What does it mean to be a member of a community?
Vocabulary	<p>community: a group of people who live, work, or do things together</p> <p>brave: not afraid, showing courage</p> <p>crowded: filled with too many things or too many people</p> <p>customer: person who pays for a good or a service</p>
Materials and Preparation	<ul style="list-style-type: none"> Materials used to set up the center in Week 4 <p>Plan to re-introduce the center, if needed, with any new materials, or by inviting an expert (family member or professional community member) to visit the classroom.</p>
Intro to Centers	<p style="text-align: center;"><i>This week you can continue to work in the barbershop/hair salon you have been setting up in the Dramatization Center.</i></p> <p>Introduce and show any new materials and resources. Offer any needed reminders for working in the center.</p>
During Centers	<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 enact scenarios in the barbershop/salon, talk with them to support connections to the text(s) and to their own experiences. Supply</p>

	<p>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>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.</p>
Facilitation	<ul style="list-style-type: none"> ● What services does the barbershop/salon offer? How would the customers know? ● What can you do if a customer asks you for a haircut or hairstyle you are not familiar with? ● Who are you pretending to be? ● Do you get hair cuts? Who cuts your hair?
Standards	<p>SL.K.1.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.3.K.a Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>Global Connections 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> <p>Economics 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>Personal Finance 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>

Notes



WEEK 5 Day 4

Library & Listening: Book Reviews

Children dictate, draw, or write reviews of books in the library. They may also make recommendations of books for others to read.

Big Ideas	A strong, interdependent community has qualities, such as: <ul style="list-style-type: none"> ● common values, expectations, norms, and organizational systems. One way people in communities communicate is through stories.
Guiding Questions	Why is collaboration and working together important? When is it important to work in a group or independently?
Vocabulary	<p>author: person who writes a book or other text</p> <p>illustrator: person who creates pictures for a text</p> <p>characters: the people or animals who the story is about</p> <p>setting: where and when a story takes place</p> <p>scene: a place where something happens, part of a story</p> <p>location: the place where something is found</p> <p>record: to draw or write information</p> <p>opinion: a view or belief about something</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Book Review sheets, at least one copy for each child ● clipboards ● writing and drawing tools ● chart paper ● markers ● large sticky notes ● <i>The Name Jar</i>, Yangsook Choi <p>Set up several Book Review sheets. Make chart paper available in the center. Set up a basket with drawing and writing tools and sticky notes.</p>
Intro to Centers	<i>In our Library and Listening Center, we have been collaborating as</i>

	<p><i>a community to make an inventory of our books, to keep track of what books we have. Now we have a long list of our library books.</i> Hold up the inventory and a couple of books that were listed, making the connection between the list and the books, indicating the titles and locations.</p> <p><i>How do you choose which book to read? Sometimes people write reviews to tell other people what they think about something. You can write book reviews to let others know which books you think are really great to read.</i></p> <p><i>To be a book reviewer, you first choose a book to read and write about. You can choose any book you like, and you can read by yourself or with a friend. After you have looked carefully at the book, think about how you feel about it. What did you like?</i></p> <p><i>For example, let's pretend I've just read this book, The Name Jar. I love this page where Unhei and her mother go to the market and meet Mr. Kim. He is an important member of their new community, and he is so friendly and welcoming to Unhei! In my book review, I want someone else to notice Mr. Kim.</i></p> <p><i>I can tell others about this book in different ways:</i> <i>I could draw or write on a sticky note and put it right on the book.</i> Demonstrate using a sticky note to write "Mr. Kim is friendly to Unhei." or draw a sketch of him and placing the note on the inside cover or on the page itself. <i>I could write something on this chart that will be in the Library. I'm going to write down the title of the book and draw a smiley face to show that I really liked it.</i> Demonstrate writing the title and a smiley face. <i>Or I could write a book review.</i> Show the Book Review sheet and model completing it.</p> <p><i>It will be so interesting to see what you all think about our books! When you review a book, share your opinion—how you like it—with a friend!</i></p>
<p>During centers</p>	<p>As children read books and write reviews, support them to communicate their thoughts about the books. Talk with them about their responses to the books and help them formulate the ideas they want to communicate and make a plan for doing so. Notice how children are choosing to write their ideas about the books, and honor their developing writing skills. Encourage children to help each other.</p>

<p>Facilitation</p>	<ul style="list-style-type: none"> ● Which book did you read? What is your favorite scene/character? Why? ● What do you think about this book? What did you like about it? ● How will you communicate your thoughts about this book? ● Who would you recommend this book to in our class? Why do you think they would like it?
<p>Standards</p>	<p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</p> <p>R.8.K.a Identify texts that tell stories.</p> <p>R.8.K.b Identify texts that provide information.</p> <p>R.11.K.b With prompting and support, compare and contrast the experiences of characters in two or more familiar texts.</p> <p>R.11.K.d With prompting and support, compare and contrast two texts on the same topic.</p> <p>W.3.K.b Use a combination of drawing and writing to communicate a topic.</p>

Notes

Book Review

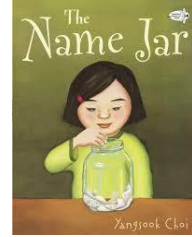
Name of reviewer: _____

Title: _____

Location: _____

This book is: _____ **Fiction** _____ **Facts**

My Review: (words or drawings)



WEEK 5 Day 1

Discovery Table: Tiny Kindergarten 2
 Children continue to construct three-dimensional models of the kindergarten classroom.

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

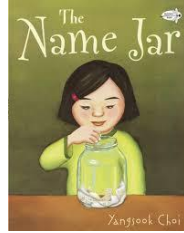
	<p>be used to represent classroom features and furniture such as tables, chairs, and shelves. Wet the sand slightly. Arrange sand tools and writing and drawing tools so they are close at hand. Set up clipboards with paper.</p>
Intro to Centers	<p><i>At the Discovery Table you can continue to use recycled and natural materials to construct your tiny kindergarten models.</i></p> <p>Show photos or plans of what children have been doing. <i>One thing I've noticed is _____.</i></p> <p><i>Are there other materials you think you could use to add different features of the classroom to your models?</i></p> <p>Invite children to turn and talk.</p> <p><i>How has sketching a plan before you build helped you with your tiny kindergarten models?</i></p> <p><i>We've been taking pictures of your models; you can also make a drawing of your model when it's finished so you remember what you did. You could label the parts of the kindergarten classroom, or you could label the materials that you used, such as sticks or buttons.</i></p>
During Centers	<p>As children continue to work, refer back to their sketches and photos of previous models. Encourage children to collaborate and to suggest other materials they might use. Encourage children to create sketches and to use them as working plans.</p>
Facilitation	<ul style="list-style-type: none"> ● What do you notice in the photos that inspires you? ● How would you sketch the _____? How will your sketch help you construct your model? ● Which recycled and natural materials are useful here? ● What do you notice about these materials? ● What part of the classroom are you creating? Why did you choose that part?
Standards	<p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.2.K.b Ask and answer questions in order to seek help, gather information, or clarify something that is not understood.</p> <p>SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when, where and how.</p> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</p>

Civics and Government 1 Students understand key ideas and processes that characterize democratic government in the community and the United States by identifying community workers and volunteers and the roles they play in promoting the common good.

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



WEEK 5 Day 3

Writing & Drawing: Writing Messages

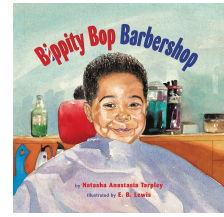
Children write and draw messages to make social connections and communicate ideas.

Big Idea	Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.
Guiding Questions	How do you develop fairness, inclusivity and friendship in our community? How do you most effectively communicate your thoughts, ideas, feelings and traditions?
Vocabulary	message: an important communication that is spoken, written, or recorded communicate: to share ideas community: a group of people who live, work, or do things together
Materials and Preparation	<ul style="list-style-type: none"> ● classroom Morning Message, for reference ● sample message, such as a note from a colleague or family member ● writing and drawing tools, including pencils ● erasers ● a variety of paper: with and without lines and of different sizes ● envelopes ● class list in large print, including adults, with corresponding photos Post the list in the center for children to reference. <p>Arrange paper and tools so that children can easily access them and keep them organized.</p>
Intro to Centers	<p><i>In a community, people communicate with each other about things that are important to them. One way to communicate with other people is by writing messages. In our class, we have a morning message each day to share important information.</i></p> <p>Point out the purpose of the day’s morning message [greeting, sharing information, asking a question, invitation, warning.].</p> <p><i>Here’s a different kind of message. I received it yesterday from _____. Let me read it to you.</i></p>

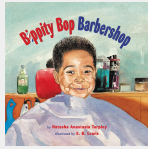
	<p>Read the sample message aloud.</p> <p><i>Can you think of a time when you wrote or received a message? Turn and tell your partner about it.</i></p> <p>Harvest a few examples.</p> <p><i>The Writing and Drawing Center is a great place for writing and drawing messages! You might like to send messages to each other in our classroom, or maybe you'd like to send messages to someone outside of school, like someone in your family, or a favorite neighbor. A message can include words or drawings, or both.</i></p> <p><i>What might you like to communicate to someone in a message?</i></p> <p><i>You might want to write a message to make a friend feel better. What would you write to Unhei if you were in the story The Name Jar?</i></p> <p>Harvest a few ideas and solicit other purposes for writing messages to give children a variety of reasons to write and draw.</p>
During Centers	<p>Notice what kinds of messages the children are inspired to write. Ask them about their recipients, and support them in articulating the purposes of their messages.</p> <p>Children's messages will include drawing, scribble writing, and some upper and/or lowercase alphabet letters. A message should be decipherable but does not need to include proper spelling, punctuation, or other conventions. Encourage children to integrate foundational literacy skills they are encountering in lessons. Create, post, and add to a list of very important and frequently used words to support children's writing. Take dictation as appropriate.</p> <p>Draw children's attention to the different kinds of paper provided and to the list of names of classroom community members. Suggest that children use and address envelopes for delivering messages.</p> <p>Encourage children to send kind messages. Over time, message writing can become a vehicle for the community to solve problems.</p>
Facilitation	<ul style="list-style-type: none"> ● Who are you writing to? ● What's your message? What do you want to ask or say to that person? ● Why is this message important? ● What words will be important in your message? ● What kind of paper will you use? Why? ● How will you deliver your message?

	<ul style="list-style-type: none">• What kind of help do you need?
Standards	W.3.K.b Use a combination of drawing and writing to communicate a topic.

Notes



Writing Personal Recount
 Deconstruction: Orientation
 Individual Construction

Content Objective	I can tell a personal recount that begins with an orientation. (W.3.K.b)
Language Objective	I can ask and answer questions about the orientation of <i>Bippity Bop Barbershop</i> . (SL.2.K.a)
Vocabulary	<p>personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p>stages: the parts of a piece of writing</p> <p>orientation: in a personal recount, the text that introduces the story</p>
Materials and Preparation	<ul style="list-style-type: none"> ● markers ● Personal Recount anchor chart images: stages Cut out the orientation image. Note that other stages will be added in future lessons. ● Personal Recount anchor chart, from Week 4, Day 3 Add Stages. <div style="border: 1px solid black; padding: 10px; margin: 10px 0; background-color: #f0f0f0;"> <p style="text-align: center;">Personal Recount</p> <p>Purpose: to document a sequence of events and to entertain</p> <p>Examples:</p> <div style="text-align: center; margin: 5px 0;">  </div> <p>Stages:</p> </div> <ul style="list-style-type: none"> ● <i>Bippity Bop Barbershop</i>, Natasha Anastasia Tarpley ● Orientation of Personal Recount Worksheet, 1 per child

- glue bottles or glue sticks, enough for each table to share or 1 per child
- scissors, enough for each pair to share or 1 per child
- chart paper

Prepare the following *Bippity Bop Barbershop* chart.

Note: On Day 4, separate strips with events from the book will be affixed to the chart under Sequence of Events; make each space sufficiently wide to accommodate these strips (about 3 x 10", provided on Day 4).

<i>Bippity Bop Barbershop</i>			
Orientation:			
Who	When	Where	What
Sequence of Events:			
Conclusion:			

<p>Opening 1 minute</p>	<p>Refer to the Personal Recount anchor chart.</p> <p><i>We have been talking about personal recount. We learned that the purpose of writing personal recounts is to document a sequence of events and to entertain readers. Today we are going to talk about, and put together the stages, or parts, of personal recounts, using Bippity Bop Barbershop as an example.</i></p>
<p>Deconstruction 10 minutes</p>	<p><i>The beginning of a personal recount is called an orientation. This part of the story sets up the reader with information needed to understand the story. The author includes <u>who</u> the story is about, <u>when</u> and <u>where</u> it happens, and an introduction to <u>what</u> happens in the story.</i></p> <p>Point to the Orientation section of the <i>Bippity Bop Barbershop</i> chart. Read only the first two pages of the book. Ask children who the story is about and fill in that portion of the chart [Daddy and Miles: Note that the author does not give Miles’s name for a few pages, because he is the</p>

	<p>storyteller].</p> <p>Ask children when the story takes place [Early Saturday morning]. Fill in this portion of the chart.</p> <p>Repeat the process to fill in where the story takes place [at their home; in the city; at the barbershop].</p> <p>Tell the children that the orientation also includes an introduction to what happened, without telling all of the events in the story. The What introduced in <i>Bippity Bop Barbershop</i> is “Miles is getting his first haircut at the barbershop.” Fill in this portion of the chart. Note that the What may be difficult for the children to identify independently.</p> <p>On the Personal Recount anchor chart, below Stages, glue the orientation card.</p>
<p>Individual Construction 25 minutes</p>	<p>Pass out Orientation of Personal Recount worksheets, glue, and scissors. As a whole group, emphasize the who, when, where, and what of <i>Bippity Bop Barbershop</i>. While reminding children of the main parts of the story, cut and paste the pictures in the correct corresponding boxes.</p> <p><i>We will tell our personal recounts. It’s important to think carefully about how to begin.</i></p> <p>Model telling a personal recount, beginning with an orientation that introduces <u>who</u> is in the story, <u>where</u> and <u>when</u> it happens, and an introduction to <u>what</u> happened.</p> <p><i>Now you will get a chance to tell your partner a personal recount. Think about what your personal recount will be about, and also who was there and where and when it happened.</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.</p>
<p>Closing 1 minute</p>	<p><i>Today we learned that personal recounts begin with orientations, which tell the reader who is in the story, where and when it happened, and an introduction to what happened. Tomorrow you will continue to tell and draw personal recounts that begin with</i></p>

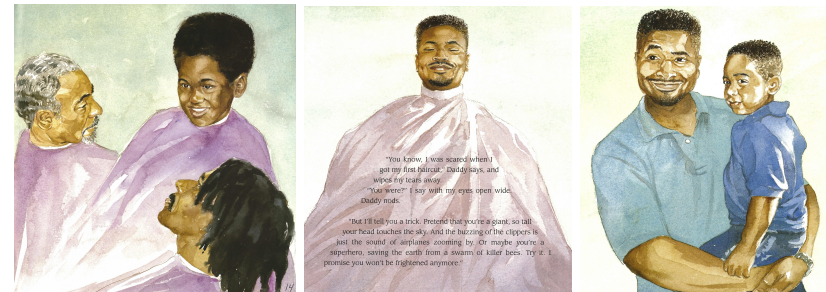
	<i>orientations.</i>
Standards	<p>W.3.K.b Use a combination of drawing and writing to communicate a topic.</p> <p>SL.2.K.a Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
Ongoing assessment	<p>Listen for and make note of children’s understanding of orientation.</p> <p>Which parts of the orientation can children easily identify in the text?</p> <p>Which parts are difficult to identify?</p> <p>Which parts of the orientation do children include in their personal recounts?</p> <p>Which do they exclude?</p>

Notes

stages



orientation: introduces who is in the story, when and where it happened, and an introduction to what happened



sequence of events: all the events of the story, in order



conclusion: final event, telling why the experience was important, or a feeling

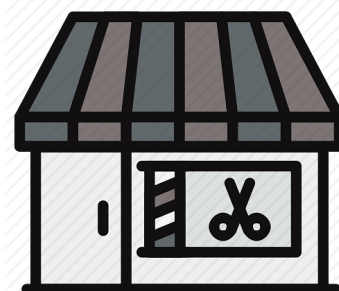
Orientation of Personal Recount

who

when

what

where



WEEK 5 Day 2

Writing Personal Recount
Individual Construction

Content Objective	I can tell and draw a personal recount that begins with an orientation. (W.3.K.b)
Language Objective	I can ask questions to understand my partner. (SL.2.K.b)
Vocabulary	personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain orientation: in a personal recount, the text that introduces the story
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Bippity Bop Barbershop</i> chart, from Day 1 ● teacher’s drawing and writing book ● drawing and writing books ● drawing and writing tools in caddies ● Personal Recount Observation Tools, from Week 4, Day 4
Opening 1 minute	<p>Refer to the <i>Bippity Bop Barbershop</i> chart.</p> <p><i>Yesterday we learned that personal recounts begin with an orientation that sets up the reader with information needed to understand the story. The author includes <u>who</u> the story is about, <u>when</u> and <u>where</u> it happens, and an introduction to <u>what</u> happens in the story.</i></p> <p><i>Today you will tell and draw personal recounts that begin with an orientation.</i></p>
Modeling 8 minutes	Model telling a personal recount, beginning with an orientation that introduces <u>who</u> is in the story, <u>where</u> and <u>when</u> it happens, and an introduction to <u>what</u> happened.
Individual Construction 20 minutes	<p><i>Now you will get a chance to tell and draw a personal recount. Think about what your personal recount will be about, and also who was there and where and when it happened. 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>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 get their drawing and writing books and begin drawing on the first blank page. As children write, circulate to support them. Stamp or write the date at the top of the pages.</p>
<p>Closing 1 minute</p>	<p><i>Today you told and drew personal recounts beginning with orientations. Tomorrow we will start writing a personal recount together as a class, and you will continue your individual work.</i></p>
<p>Standards</p>	<p>W.3.K.b Use a combination of drawing and writing to communicate a topic. SL.2.K.b Ask and answer questions in order to seek help, gather information, or clarify something that is not understood.</p>
<p>Ongoing assessment</p>	<p>Listen for and make note of children’s understanding of orientation.</p> <p>Which parts of the orientation do children include in their personal recounts? Which do they exclude?</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

Unit 1: Our Community

WEEK 5 Day 3

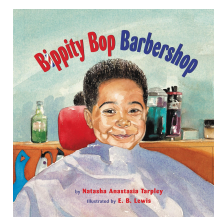
Writing Personal Recount
 Joint Construction
 Individual Construction

Content Objective	I can tell and draw a personal recount that begins with an orientation. (W.3.K.b)																																
Language Objectives	I can recount a class experience. (SL Standard 1) I can ask questions to understand my partner. (SL.2.K.b)																																
Vocabulary	personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain orientation: in a personal recount, the text that introduces the story stages: the parts of a piece of writing																																
Materials and Preparation	<ul style="list-style-type: none"> ● piece of chart paper and marker <p>Prepare the following Personal Recount Stages chart.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td colspan="4" style="padding: 5px;">Title:</td> </tr> <tr> <td colspan="4" style="padding: 5px;">Orientation:</td> </tr> <tr> <td style="width: 25%; padding: 5px;">Who</td> <td style="width: 25%; padding: 5px;">When</td> <td style="width: 25%; padding: 5px;">Where</td> <td style="width: 25%; padding: 5px;">What</td> </tr> <tr> <td colspan="4" style="padding: 5px;">Sequence of Events:</td> </tr> <tr> <td colspan="4" style="height: 20px;"></td> </tr> <tr> <td colspan="4" style="height: 20px;"></td> </tr> <tr> <td colspan="4" style="height: 20px;"></td> </tr> <tr> <td colspan="4" style="height: 20px;"></td> </tr> </table>	Title:				Orientation:				Who	When	Where	What	Sequence of Events:																			
Title:																																	
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	<div style="border: 1px solid black; width: 100%; height: 100%; position: relative;"> <div style="background-color: #e0e0e0; width: 100%; height: 100%;"></div> <div style="background-color: #e0e0e0; position: absolute; bottom: 0; width: 100%; padding: 5px;"> Conclusion: </div> </div> <ul style="list-style-type: none"> ● drawing and writing books ● drawing and writing tools in caddies ● Personal Recount Observation Tools, from Week 4, Day 4
Opening 1 minute	<p><i>Yesterday you told and drew personal recounts beginning with an orientation. Today you will continue that work, but first we are going to begin telling and writing a personal recount together as a class.</i></p>
Joint Construction 18 minutes	<p><i>Let's think about an experience we have had together in school.</i></p> <p>Harvest several children's ideas for a shared experience the class has had so far this year (it can be as simple as going to the cafeteria for the first time together). As a class tell the personal recount together.</p> <p>Refer to the Personal Recount Stages chart.</p> <p><i>Here is where we will write notes for our class personal recount. Today we are going to fill out the Orientation section. We'll fill out the rest as we learn more about the genre.</i></p> <p><i>Let's think about how we will begin our personal recount. Who is in our story?</i></p> <p>Harvest children's ideas and record the response in the Who portion of the chart.</p> <p>Repeat the process with When. Note that often children do not include when their stories happened. Guide him to include time information, for example "before lunch," "the other day," etc.</p> <p>Repeat the process with Where and What. Note that the What portion of the orientation is an introduction to what happened in the story.</p> <p>Note that the rest of the chart will be filled in in upcoming lessons.</p>
Individual Construction 10 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. Think about what your personal recount will be about, and also who was</i></p>

	<p><i>there and where and when it happened. 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 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 get their drawing and writing books and begin drawing on the first blank page. As children write, circulate to support them. Stamp or write the date at the top of the pages.</p>
<p>Closing 1 minute</p>	<p><i>Today we started our class personal recount and you continued telling and drawing your own personal recounts. Tomorrow we will learn about another stage, or part, of personal recounts.</i></p>
<p>Standards</p>	<p>W.3.K.b Use a combination of drawing and writing to communicate a topic. SL Standard 1 Prepare for and participate in conversations across a range of topics, types and forums, building on others’ ideas and expressing their own. SL.2.K.b Ask and answer questions in order to seek help, gather information, or clarify something that is not understood.</p>
<p>Ongoing assessment</p>	<p>Listen for and make note of children’s understanding of orientation. Which parts of the orientation are the easiest for children to recount? Which are the most challenging?</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>

<p>Notes</p>



Writing Personal Recount

Deconstruction: Sequence of Events
Individual Construction

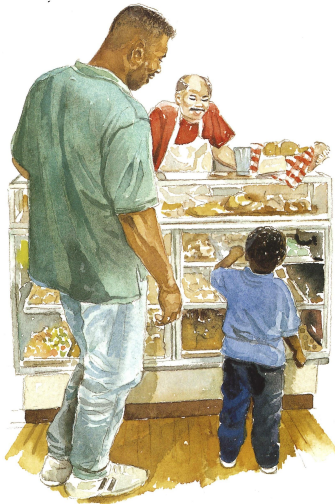
Content Objective	I can draw a personal recount. (W.3.K.b)
Language Objective	With my classmates, I can orally recount the main events of a story in sequence. (R.5.K.a, R.5.K.b & SL.1.K.a)
Vocabulary	<p>personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p>orientation: in a personal recount, the text that introduces the story</p> <p>stages: the parts of a piece of writing</p> <p>sequence of events: the events in a personal recount, in order</p> <p>record: write down ideas or information</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Bippity Bop Barbershop</i>, Natasha Anastasia Tarpley ● <i>Bippity Bop Barbershop</i> chart, from Day 1 ● <i>Bippity Bop Barbershop</i> sequence of events strips, cut apart ● tape or glue, for attaching the sequence of events to the chart ● Personal Recount anchor chart images: stages Cut out the sequence of events image. ● Personal Recount anchor chart, from Week 4, Day 3 ● drawing and writing books ● drawing and writing tools in caddies ● Personal Recount Observation Tools, from Week 4, Day 4
Opening 1 minute	<p>Refer to the <i>Bippity Bop Barbershop</i> chart.</p> <p><i>We know that Bippity Bop Barbershop is a personal recount. We learned that personal recounts begin with an orientation that introduces the story: who is in the story, where and when it happened, and what happened. Today we are going to look at the next stage, or part, of a personal recount.</i></p>
Deconstruction 18 minutes	<p>Refer to the Sequence of Events portion of the chart.</p> <p><i>After the author introduces the reader to the story through the</i></p>

	<p><i>orientation, she or he writes the events of the story in order. This is called the sequence of events. Here is where we will record them on our chart.</i></p> <p>Show the <i>Bippity Bop Barbershop</i> sequence of events sheets. <i>Here I have pictures and words that show the main events from Bippity Bop Barbershop. Let's work together to put them in sequence, or in order, on our chart.</i></p> <p>Hold up each sheet individually. Show the picture and read the words.</p> <p>With children seated on the perimeter of the rug, lay out the sheets in the middle so that they can all be seen at once. As a class, work together to order the events, referring to the text as needed. Once the class has agreed on an order, invite several children to attach the events to the chart.</p> <p>On the Personal Recount anchor chart, below orientation, glue the sequence of events card.</p>
<p>Individual Construction 10 minutes</p>	<p><i>Now you will continue to work on drawing the personal recounts you began yesterday.</i></p> <p>Follow established classroom routines for planning for and beginning writing and send the children to continue their work. As they work, circulate to support them.</p>
<p>Closing 1 minute</p>	<p><i>Today we learned about the sequence of events and continued working on our own personal recounts. Tomorrow we will continue to work on our class personal recount and your individual work.</i></p>
<p>Standards</p>	<p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when, where and how.</p> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</p> <p>W.3.K.b Use a combination of drawing and writing to communicate about a topic.</p> <p>SL.1.K.a Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>
<p>Ongoing assessment</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>

Bippity Bop Barbershop sequence of events



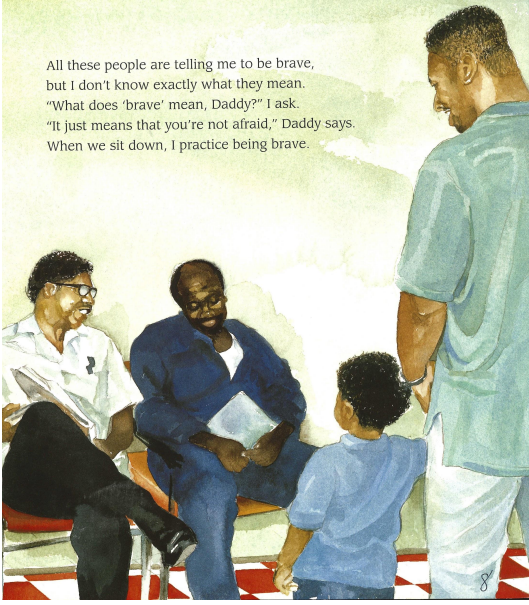
Daddy and Miles
dressed alike.



They stopped at Jack's
Sweet Shop.

Writing U1 W5 D4

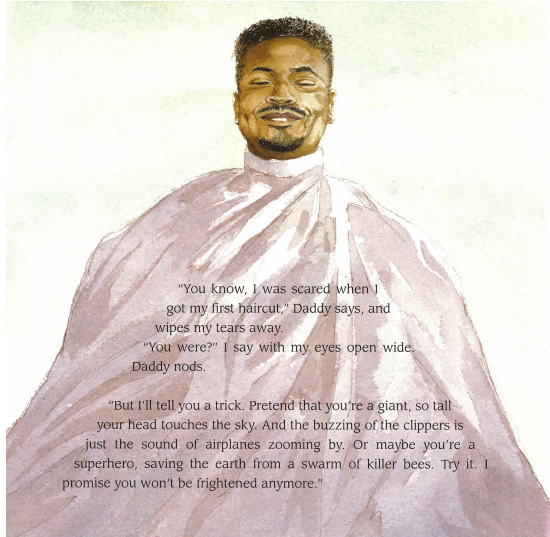
All these people are telling me to be brave,
but I don't know exactly what they mean.
"What does 'brave' mean, Daddy?" I ask.
"It just means that you're not afraid," Daddy says.
When we sit down, I practice being brave.



The men at the
barbershop told Miles to
be brave.



Miles could not find a
haircut that looked like
him.



"You know, I was scared when I got my first haircut," Daddy says, and wipes my tears away.
"You were?" I say with my eyes open wide.
Daddy nods.

"But I'll tell you a trick. Pretend that you're a giant, so tall your head touches the sky. And the buzzing of the clippers is just the sound of airplanes zooming by. Or maybe you're a superhero, saving the earth from a swarm of killer bees. Try it. I promise you won't be frightened anymore."

Miles imagined Daddy getting his hair cut so he wouldn't be scared.



Miles and Daddy got the same haircut.

Writing U1 W5 D4

Focus on K2/ K for ME | Boston Public Schools/ Maine Department of Education

Unit 1: Our Community

WEEK 5 Day 5

Writing Personal Recount

Joint Construction

Individual Construction

Content Objective	I can tell and draw a personal recount that begins with an orientation and includes a sequence of events. (W.3.K.b)
Language Objectives	I can recount a class experience. (SL.1.K.a) I can ask questions to understand my partner. (SL.2.K.b)
Vocabulary	personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain orientation: in a personal recount, the text that introduces the story sequence of events: the events in a personal recount, in order stages: the parts of a piece of writing
Materials and Preparation	<ul style="list-style-type: none">• jointly constructed Personal Recount Stages chart, from Day 3• <i>Bippity Bop Barbershop</i> chart, from Day 1, for reference• drawing and writing books• drawing and writing tools in caddies• Personal Recount Observation Tools, from Week 4, Day 4
Opening 1 minute	<i>Yesterday we learned that in a personal recount after the orientation comes the sequence of events. We are going to add to our class personal recount chart today, and then you will continue writing your own personal recounts.</i>
Joint Construction 18 minutes	Refer to the jointly constructed Personal Recount Stages chart. <i>Together we retold our class experience of _____. Then we filled in the orientation section of this chart with who was in our story, when and where it happened, and an introduction to what happened. Today we are going to fill in the next section: the Sequence of Events.</i> Refer to the <i>Bippity Bop Barbershop</i> chart. <i>Remember, when we fill in the Sequence of Events, we will add all of the important events that happened in our story, in order.</i>

	<p><i>Take a minute to think about all of the events that happened in our story.</i></p> <p>Harvest children’s ideas to recount the sequence of events. Decide as a class on the order of events and record them in the Sequence of Events portion of the chart.</p> <p>Note that the rest of the chart will be filled in in upcoming lessons.</p>
<p>Individual Construction 10 minutes</p>	<p><i>Now it’s your turn to tell and draw a personal recount. This time when you tell your personal recount, be sure to begin with an orientation <u>and</u> to include all of the events, in order. 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 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 get their drawing and writing books and begin drawing on the first blank page. As children write, circulate to support them. Stamp or write the date at the top of the pages.</p>
<p>Closing 1 minute</p>	<p><i>Today we continued our class personal recount and you continued telling and drawing your own personal recounts. Next we will learn about another stage, or part, of personal recounts.</i></p>
<p>Standards</p>	<p>W.3.K.b Use a combination of drawing and writing to communicate a topic. SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups. SL.2.K.b Ask and answer questions in order to seek help, gather information, or clarify something that is not understood.</p>
<p>Ongoing assessment</p>	<p>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 5

Shared Reading

<p align="center">“Riding in My Car” modified from the song by Woody Guthrie <u>listen here</u></p>																			
<p>Standards: R.1.K.a R.1.K.b R.1.K.d R.2.K.b R.2.K.d R.3.K.a R.3.K.b</p>	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Take me riding in the car, car</td> <td style="width: 50%;">Click clack, open up the door, friends</td> </tr> <tr> <td>Take me riding in the car, car</td> <td>Click clack, open up the door, friends</td> </tr> <tr> <td>Take you riding in the car, car</td> <td>Front door, back door, clickety clack</td> </tr> <tr> <td>I’ll take you riding in my car</td> <td>Take you riding in my car</td> </tr> <tr> <td></td> <td align="center">-</td> </tr> <tr> <td></td> <td>Click clack, open up the door, friends</td> </tr> <tr> <td></td> <td>Click clack, open up the door, friends</td> </tr> <tr> <td></td> <td>Front seat, back seat, sit on the seat</td> </tr> <tr> <td></td> <td>Take you riding in my car</td> </tr> </table>	Take me riding in the car, car	Click clack, open up the door, friends	Take me riding in the car, car	Click clack, open up the door, friends	Take you riding in the car, car	Front door, back door, clickety clack	I’ll take you riding in my car	Take you riding in my car		-		Click clack, open up the door, friends		Click clack, open up the door, friends		Front seat, back seat, sit on the seat		Take you riding in my car
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<p>Session 1</p>	<p>Opening: <i>Based on the title, what do you think this song is about? This is a silly song about riding in the car.</i></p> <p>Fluency: Model expressive singing by singing the song in its entirety. Then invite children to echo 2 lines at a time while tracking print with a pointer.</p> <p>Meaning Making: <i>Let’s all make the motions for the actions in the song!</i> Sing the song again with body gestures.</p> <p>Phonological awareness: Cover the song so that children do not see the print. Say the word “car.” <i>Which sound do you hear at the beginning of that word? Which letter would you expect to see at the beginning?</i> Repeat the same exercise with the words “on,” “click”, “front,” and “back.” Review letter sounds cards for C and O.</p>																		

“Riding in My Car” modified from the song by Woody Guthrie

[listen here](#)

<p>Standards: R.1.K.a R.1.K.b R.1.K.d R.2.K.b R.2.K.d R.3.K.a R.3.K.b</p>	<table border="0"> <tr> <td>Take me riding in the car, car</td> <td>Click clack, open up the door, friends</td> </tr> <tr> <td>Take me riding in the car, car</td> <td>Click clack, open up the door, friends</td> </tr> <tr> <td>Take you riding in the car, car</td> <td>Front door, back door, clickety clack</td> </tr> <tr> <td>I’ll take you riding in my car</td> <td>Take you riding in my car</td> </tr> <tr> <td></td> <td align="center">-</td> </tr> <tr> <td></td> <td>Click clack, open up the door, friends</td> </tr> <tr> <td></td> <td>Click clack, open up the door, friends</td> </tr> <tr> <td></td> <td>Front seat, back seat, sit on the seat</td> </tr> <tr> <td></td> <td>Take you riding in my car</td> </tr> </table>	Take me riding in the car, car	Click clack, open up the door, friends	Take me riding in the car, car	Click clack, open up the door, friends	Take you riding in the car, car	Front door, back door, clickety clack	I’ll take you riding in my car	Take you riding in my car		-		Click clack, open up the door, friends		Click clack, open up the door, friends		Front seat, back seat, sit on the seat		Take you riding in my car
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<p>Session 2</p>	<p>Fluency: <i>Let’s sing the first verse and then we’ll use motions as we sing the rest!</i> Sing the first verse and invite children to chime in. Continue the body gestures from session 1.</p> <p>Print Concepts (letters vs. words): <i>We have learned a lot about how to read words on a page. We know we read from left to right and top to bottom. We know letters have different shapes and names. We know words have 1 or more letters in them and a space on each side. Letters and words are different, but you can find letters in words and you can find words that have the same letters in them. Can someone find a word with the letter Cc? Can anyone find that same word again? [car, click, clack all repeat].</i></p> <p>Phonological Awareness (word identification) : Do not refer to the print. <i>Remember you can hear words in a sentence or phrase if you stop after each one. I will say each word in one of the lines of this song like we have done before. Your job is to count how many words you hear.</i> Say the first line. As needed, say it again and model putting up one finger for each word. Repeat this with other lines.</p> <p>Phonological awareness (syllables): <i>Last week we practiced hearing each word inside of a compound word, like “starfish.” The word “starfish” has two words inside it- “star” and “fish”, but it also has two syllables. Words that are not compound words also have syllables! You can hear and say the syllables in a word.</i> Teach children to segment words into syllables by placing a hand under the chin to feel the syllables in “open” vs. “take”. Then clap and identify the number of syllables in “clickety” and “door.”</p>																		

“Riding in My Car” modified from the song by Woody Guthrie

[*listen here*](#)

Standards:

R.1.K.a
R.1.K.b
R.1.K.d
R.2.K.b
R.2.K.d
R.3.K.a
R.3.K.b

Take me riding in the car, car Click clack, open up the door, friends
Take me riding in the car, car Click clack, open up the door, friends
Take you riding in the car, car Front door, back door, clickety clack
I’ll take you riding in my car Take you riding in my car
-
Click clack, open up the door, friends
Click clack, open up the door, friends
Front seat, back seat, sit on the seat
Take you riding in my car

Session 3

Fluency:
Invite children to chorally sing the song while tracking the print with a pointer.

Print Concepts and Phonics (identify letters and say sounds):
There are many letters in this song that we have learned. Where in the poem do we see the letters Bb, Ff, Tt, Mm, Cc, Oo, li and Uu?
Invite children to highlight or circle letters in the poem and then say the sound the letter makes in the given word.

Phonological awareness:
Some words have 1, 2, or 3 syllables. How many syllables are in the word “riding”?
Repeat with “seat” and “open.”

Extensions

Letter and word practice:
Pass out previously introduced letters written on index cards and some words that start with these letters. Have children sort the index cards into words/letters.

Syllable practice:
Provide children with Elkonin boxes and chips. Say a word with 1-3 syllables. Invite children to repeat each syllable as they place a chip in each box. Then count the chips to determine the number of syllables in the word.

Riding in My Car

Modified from the song by Woody Guthrie



Take me riding in the car, car

Take me riding in the car, car

Take you riding in the car, car

I'll take you riding in my car

Click clack, open up the door, friends

Click clack, open up the door, friends

Front door, back door, clickety clack

Take you riding in my car

Click clack, open up the door, friends

Click clack, open up the door, friends

Front seat, back seat, sit on the seat

Take you riding in my car

Name: _____

Date: _____

Riding in My Car

Take me riding in the car, car

Take me riding in the car, car

Take you riding in the car, car

I'll take you riding in my car.

Click clack, open up the door, friends

Click clack, open up the door, friends

Front door, back door, clickety clack

Take you riding in my car.

Unit 1: Our Community

WEEK 5

Stations

Station	Activities	Materials Add writing and drawing tools at each station.
Strategic Small Group Instruction	Once children can work productively and independently in all stations, dedicate most of the time during Stations to strategically targeted small group instruction.	
Reading	Independent and Partner Reading	<ul style="list-style-type: none"> ● collection of high-interest picture books
Pocket Chart	“Sleeping Outdoors”	<ul style="list-style-type: none"> ● “Sleeping Outdoors” written out on sentence strips ● pocket chart to accommodate sentence strips ● “Sleeping Outdoors” on chart, from Week 4 ● “Sleeping Outdoors” child copy, one for each child ● pointer
Listening & Speaking	Talk Time	<ul style="list-style-type: none"> ● Week 5 Talk Time image and prompt ● 1-minute sand timers, optional
	Listen and Respond	<ul style="list-style-type: none"> ● technology for listening to recorded text ● <i>The Name Jar</i> recording ● <i>The Name Jar</i>, Yangsook Choi ● conversation prompts, cut apart ● headphones (optional)
Writing	<i>Bippity Bop Barbershop</i>	<ul style="list-style-type: none"> ● <i>Bippity Bop Barbershop</i>, Natasha Anatasia Tarpley ● writing prompt sheet, one copy for each child ● writing and drawing tools
Word Work	Beginning Sound BINGO 2 (b, c, f, i, m, n, o, t, u)	<ul style="list-style-type: none"> ● BINGO boards (4, or 2 copies of each for 2 sets) ● letter cards, 8 copies on stiff paper and cut apart, or magnetic letters ● basket or bag to hold letter cards
	Matching Rhymes	<ul style="list-style-type: none"> ● We Rhyme! boards, 4-6 ● Rhyming Pictures cards, cut apart

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.

Talk Time Week 5



<https://raisingchildren.net.au/school-age/connecting-communicating/connecting/supporting-friendships>



<https://raisingchildren.net.au/school-age/connecting-communicating/connecting/supporting-friendships>

Listening & Speaking Station: Talk Time U1 W5

What's going on in this picture?

What's going on in this picture?

What's going on in this picture?

What's going on in this picture?

Talk Time

Unit 1, Week 5



The Name Jar

Why do you think Unhei chose to keep her Korean name in the end?

The Name Jar

Why do you think Unhei chose to keep her Korean name in the end?

The Name Jar

Why do you think Unhei chose to keep her Korean name in the end?

Name: _____

Writing Station

What was the most important event in *Bippity Bop Barbershop*?

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.

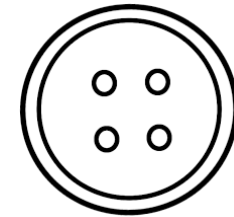
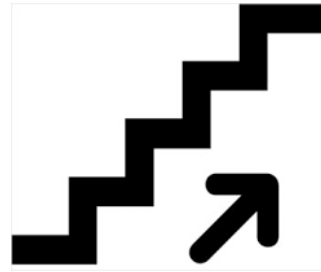
Writing Station W5

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	Cc
Oo			

Bingo Board #1



RF.K.1, RF.K.2

Word Work Station U1 W5

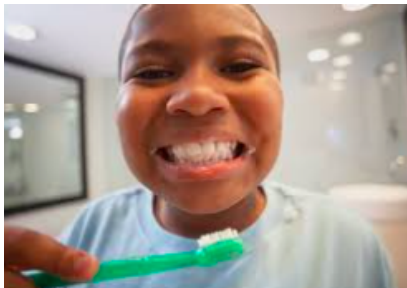
Bingo Card #2



RF.K.1, RF.K.2

Word Work Station U1 W5

Bingo Board #3



RF.K.1, RF.K.2

Word Work Station U1 W5

Bingo Board #4



RF.K.1, RF.K.2

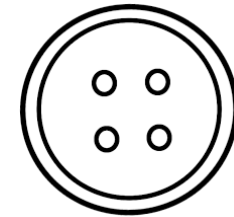
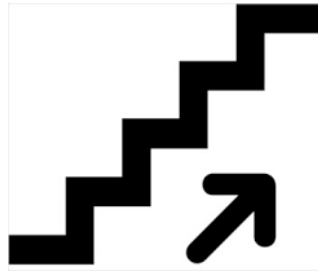
Word Work Station U1 W5

Letter Cards for BINGO.

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

Letter Cards			
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Bingo Board #1



RF.K.1, RF.K.2

Word Work Station U1 W5

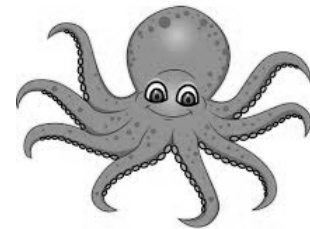
Bingo Card #2



RF.K.1, RF.K.2

Word Work Station U1 W5

Bingo Board #3



RF.K.1, RF.K.2

Word Work Station U1 W5

Bingo Board #4



RF.K.1, RF.K.2

Word Work Station U1 W5

We Rhyme!

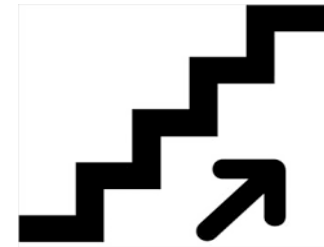
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We Rhyme!

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Rhyming Pictures



Word Work Station U1 W5

Rhyming Pictures



Word Work Station U1 W5

We Rhyme!

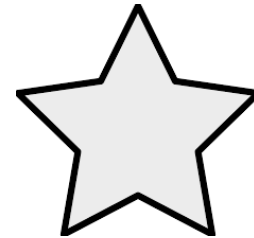
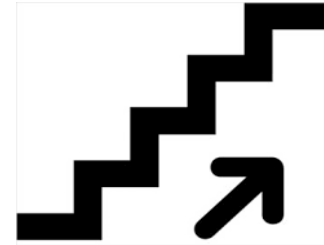
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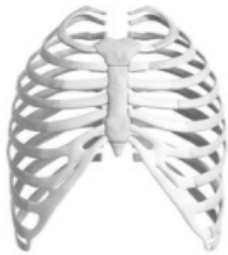
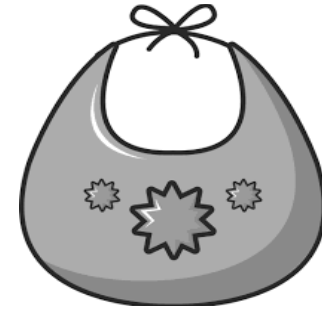
We Rhyme!

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Rhyming Pictures



Rhyming Pictures



Word Work Station U1 W5