

# Unit 1: Our Community

# WEEK 6 At a Glance

## Texts



### Read Aloud

Day 1: *Big Al and Shrimpy*, Read 1  
 Day 2: *Big Al and Shrimpy*, Read 2  
 Day 3: *Big Al and Shrimpy*, Read 3  
 Day 4: “The More We Get Together” (song)  
 Day 5: Unit Synthesis

### Centers

Art Studio Table: Watercolor Crayon Resist (Days 2-5)  
 Art Studio Easel: Self-Portraits 2 (Days 1-5)  
 Blocks: Community Places 2 (Days 1-5)  
 Dramatization: Barber Shop 3 (Days 1-5)  
 Library & Listening: Book Reviews *or* Story Chest (Days 1-5)  
 Discovery Table: Scenes from Stories (Day 2-5)  
 STEM 4: A Community of Scientists (Days 1-5)  
 Writing & Drawing: Making Books (Days 3-5)

### Writing: Personal Recount

Day 1: Deconstruction: Verbs; Individual Construction  
 Day 2: Individual Construction  
 Days 3 & 4: Small Groups; Individual Construction  
 Day 5: Presentation and Celebration

### Phonics Program: Follow Guide

### Shared Reading: “Five Green Apples”

### Stations

Teacher groups: End of Unit Assessment  
 Reading Independent and Partner Reading  
 Pocket Chart: “Riding in My Car”  
 Listening & Speaking:
 

- Talk Time
- Listen and Respond: *Big Al and Shrimpy*

 Writing: End of the Unit Assessment  
 Word Work: Sort: Beginning Sounds and Letters; Letter/Sound Hunt

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

### Math: Follow Guide



clever



stuck



lonely



**BIG AL** *and* Shrimpy

*A sequel to* **BIG AL**

*Andrew Clements*

*Yoshi*



**clever**



**clever**



# lonely



# lonely



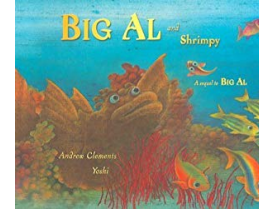


# stuck



# stuck





**Read Aloud**  
***Big Al and Shrimpy***  
 Read 1 of 3

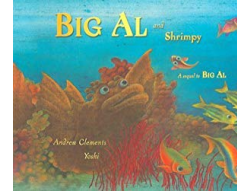
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|----------------------------------|---|
| <b>Big Idea</b>                  | Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.  |
| <b>Unit Question</b>             | What does it mean to be a member of a community?  |
| <b>Guiding Questions</b>         | Why is collaboration and working together important?<br>When is it important to work in a group or independently?   |
| <b>Content Objectives</b>        | I can use key details and key words from the text to describe the characters and setting. (R.6.K.a, R.6.K.b, R.7.K)<br><br>I can explain how the author and illustrator described the characters and setting. (R.9.K.a, R.9.K.b)  |
| <b>Language Objective</b>        | I can use key details from the story to determine the meaning of unfamiliar vocabulary. (L.4.K)   |
| <b>Vocabulary</b>                | <b>clever:</b> smart<br><b>lonely:</b> alone and sad<br><b>stuck:</b> unable to get out   |
| <b>Materials and Preparation</b> | <ul style="list-style-type: none"> <li>● <i>Big Al and Shrimpy</i>, Andrew Clements</li> <li>Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the page that begins, “In the wide blue sea...”</li> <li>● <i>Big Al and Shrimpy</i> vocabulary cards</li> <li>● Think, Pair, Share chart</li> </ul> <p>On the whiteboard write:<br/>What makes Shrimpy a clever fish with big ideas?</p> |

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|  | How was Shrimpy different from other fish in the community?  |
| <b>Opening</b><br>1 minute               | <p>Introduce the text.<br/><i>Today we are reading another fiction story; its title is Big Al and Shrimpy. Andrew Clements is the author, and Yoshi is the illustrator.</i></p> <p>Set a purpose for the read.<br/><i>This story has two main characters: Big Al, and Shrimpy. Let’s look at the cover: who do you think is Big Al, and who do you think is Shrimpy?</i></p> <p><i>As we read today, we are going to use the illustrations and the words to describe the main characters and the setting so that we begin to understand the story.</i></p> |
| <b>Text and Discussion</b><br>12 minutes | <i>The author says that Shrimpy is <b>clever</b>, he’s very smart. Let’s keep reading to learn what makes Shrimpy a clever fish!</i>   |
| page 1                                   |  |
| page 6                                   | <p><i>What do you think it means that Shrimpy is <b>lonely</b>, and why is he feeling that way?</i></p> <p>Prompt children to use details from the words and illustration to determine the meaning of the word.</p>  |
| page 12                                  | <p><i>What do we know about Big Al so far?</i></p> <p>As needed, refer children to details in words and illustrations.</p>   |
| page 14                                  | <p><i>What’s the “big deep” like? What kind of feeling does the illustration of the “big deep” give you?</i></p> <p><i>How did the author write the words to show us what the big deep is like?</i></p> <p>Harvest several ideas and model thinking as needed by referring to the way the author wrote “down, down, down.”</p> <p>Read to the end of the story with minimal stopping.</p>  |
| <b>Key Discussion</b><br>6 minutes       | <p><i>At the beginning of the story the author describes Shrimpy as clever, and at the end of the story the author describes him as the “little fish with the big ideas.”</i></p> <p>Invite children to Think, Pair, Share.<br/>Prompt 1: <i>What makes Shrimpy a clever fish with big ideas?</i></p>  |



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|                                    | <p><i>Many of you said that Shrimpy is clever because he got all the fish to work together to save Big Al. Let's look back to when Shrimpy decides to save Big Al.</i></p> <p>Turn back to pages 19 and 20 and reread the text.</p> <p><i>Prompt 2: How was Shrimpy different from other fish in the community?</i></p> <p>During the share, encourage children to refer back to specific key details from the text.</p>   |
| <p><b>Closing</b><br/>1 minute</p> | <p><i>We learned so much about Shrimpy- what a special character. Tomorrow we'll read the story again and act it out!</i></p>  |
| <p><b>Standards</b></p>            | <p><b>R.6.K.a</b> With prompting and support, identify characters settings and major events in a story.</p> <p><b>R.6.K.b</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>R.9.K.a</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the texts.</p> <p><b>R.9.K.b</b> With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p><b>R.7.K</b> With prompting and support, ask and answer questions about unknown words in a text.</p> <p><b>L.4.K</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> |
| <p><b>Ongoing assessment</b></p>   | <p>Listen to children's responses during whole group conversation and Think, Pair, Share.</p> <p>Do children reference specific details from the story when describing the characters and setting?</p> <p>Do children use context to determine the meaning of key vocabulary?</p>  |

**Notes**



WEEK 6 Day 2

**Read Aloud**  
***Big Al and Shrimpy***  
 Read 2 of 3

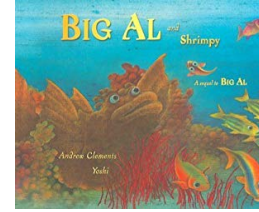
|                                  |   |
|----------------------------------|---|
| <b>Big Ideas</b>                 | Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.  |
| <b>Unit Question</b>             | What does it mean to be a member of a community?  |
| <b>Guiding Questions</b>         | Why is collaboration and working together important?<br>When is it important to work in a group or independently?   |
| <b>Content Objective</b>         | I can act out and retell the key events in <i>Big Al and Shrimpy</i> . (RL.K.2)   |
| <b>Language Objective</b>        | I can demonstrate an understanding of key dialogue and actions by acting out the story (L.K.5, L.K.5d).   |
| <b>Vocabulary</b>                | <b>clever:</b> smart<br><b>lonely:</b> alone and sad<br><b>stuck:</b> unable to get out<br><b>collaborate:</b> to work together   |
| <b>Materials and Preparation</b> | <ul style="list-style-type: none"> <li>● <i>Big Al and Shrimpy</i>, Andrew Clements</li> <li>● <i>Big Al and Shrimpy</i> vocabulary cards</li> <li>● Think, Pair, Share chart</li> </ul> <p>On the whiteboard write:<br/>What was the problem in the story and how was it resolved?</p> |
| <b>Opening</b><br>1 minute       | Introduce the text.<br><i>Today we are going to reread Big Al and Shrimpy.</i><br>Set a purpose for the read.   |

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|  | <p><i>Today we'll act out the story and then retell the most important events. We'll have to pay close attention to what the characters say and do in order to act them out!</i></p> <p><i>What characters will we need? [Big Al, Shrimpy, other fish]</i></p> <p><i>We can also act out the setting.</i></p> <p>Turn through a few pages and point out elements of the physical setting.</p> <p><i>What parts of the setting can we act out? [waves, rocks, the big deep]</i></p>  |
| <p><b>Text and Discussion</b><br/>14 minutes</p> <p>page 6</p> | <p>Gather children in a circle to read and dramatize <i>Big Al and Shrimpy</i>. As in Story Acting, invite children onto the stage to dramatize as the story is read aloud.</p> <p><i>Remember, Shrimpy is <b>lonely</b>. How should the actor's face look if he is lonely?</i></p>   |
| <p>page 12</p>   | <p><i>What does it mean that Shrimpy could "fly through the water?"</i></p> <p><i>How can our actors show the meaning of that phrase?</i></p> <p>Invite children on the perimeter of the stage to provide suggestions to the actors.</p>  |
| <p>page 18</p>   | <p><i>Big Al is <b>stuck!</b> And he is tumbling into the Big Deep! How could Big Al act as if he is stuck?</i></p>   |
| <p>page 26</p>   | <p>Invite several children or the whole class to act out the fishes' collaboration with Shrimpy leading them.</p> <p>Read and continue acting until the end of the story.</p>   |
| <p><b>Key Discussion</b><br/>4 minutes</p>                     | <p>Invite children to retell the sequence of events, including the problem and resolution, in a Think, Pair, Share.</p> <p><i>What was the problem in the story and how was it resolved?</i></p> <p>Support pairs of children to take turns retelling the story in sequence.</p> <p>During the share, highlight the role of the community in the story's resolution.</p> <p><i>I heard many of you point out that Shrimpy didn't save Big Al alone; he worked with his community and they all <b>collaborated</b>—they worked together!</i></p> |
| <p><b>Closing</b></p>  | <p><i>Next week in the Writing Station you'll complete your own Story Elements chart for this book, since we did not collaborate as a class to make one.</i></p>  |
| <p><b>Standards</b></p>  | <p><b>R.5.K.a</b> Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p>  |

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|                                  | <p><b>R.5.K.b</b> Retell key details of text with prompting and support, including the main topic.</p> <p><b>L.5.K</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p><b>L.5.K.d</b> Distinguish shades of meaning among verbs differing in manner (e.g. look, peek, glance, state, glare, scowl) and adjectives differing in intensity (e.g. large, gigantic) by defining or choosing them or by acting out the meanings.</p> <p><b>SL.1.K.b</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> |
| <p><b>Ongoing assessment</b></p> | <p>Listen to children’s responses during whole group conversation and Think, Pair, Share.</p> <ul style="list-style-type: none"> <li>Do children demonstrate understanding of key actions and dialogue by acting out the story?</li> <li>Do children accurately and effectively retell the sequence of events?</li> <li>How do children co-construct the retelling through back and forth exchanges in the partner discussion?</li> </ul>   |

**Notes**





**WEEK 6 Day 3**

**Read Aloud**  
***Big Al and Shrimpy***  
 Read 3 of 3

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| <b>Big Idea</b>                  | Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.   |
| <b>Unit Question</b>             | What does it mean to be a member of a community?   |
| <b>Guiding Questions</b>         | Why is collaboration and working together important?<br>When is it important to work in a group or independently?  |
| <b>Content Objectives</b>        | I can describe how the author and illustrator convey a message in the story. (R.5.K.a, R.5.K.b, R.9.K.a, R.9.K.b)<br><br>I can describe how characters from the story work collaboratively to solve a problem in the community. (Civics and Government 3)  |
| <b>Language Objective</b>        | I can use words and phrases from our community unit to explain the message in the story. (L.6.K)   |
| <b>Vocabulary</b>                | <b>clever:</b> smart<br><b>lonely:</b> alone and sad<br><b>stuck:</b> unable to get out<br><b>collaboration:</b> working together ( <b>collaborate:</b> to work together)  |
| <b>Materials and Preparation</b> | <ul style="list-style-type: none"> <li>● <i>Big Al and Shrimpy</i>, Andrew Clements</li> <li>● <i>Big Al and Shrimpy</i> vocabulary cards</li> <li>● Think, Pair, Share chart</li> </ul> <p>On the whiteboard write:<br/>What do the author and illustrator of <i>Big Al and Shrimpy</i> teach us about collaboration?</p> |

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| <p><b>Opening</b><br/>1 minute</p>                                  | <p>Review the text.<br/><i>This week we've been reading Big Al and Shrimpy, written by Andrew Clements and illustrated by Yoshi.</i></p> <p>Set a purpose for the read.<br/><i>The author and illustrator of a text each have a role in communicating a story's message. Today, we'll go back and closely read important events in the story to think about what the author and illustrator teach us. We'll discuss the question: What do the author and illustrator of Big Al and Shrimpy teach us about collaboration? <b>Collaboration</b> means working together.</i></p> <p>Read only the selected pages for this lesson.</p> |
| <p><b>Text and Discussion</b><br/>12 minutes<br/><br/>pages 1-8</p> | <p>Turn the pages and invite children to chime in to retell the story using the illustrations. Do not read the text.</p>   |
| <p>pages 9 and 10</p>   | <p>Read the pages and show the illustration.<br/><i>Why did Shrimpy and Big Al have to leave the game? How were the other fish feeling?</i></p> <p><i>How could the other fish, Big Al, and Shrimpy have solved the problem by working together?</i></p> <p>Harvest several responses to both questions.</p>   |
| <p>pages 11-16</p>  | <p>Turn the pages and invite children to chime in to retell the story using the illustrations.</p>   |
| <p>page 17-18</p>   | <p>Read the page and show the illustration.<br/><i>Why do you think the author chose these big, bold words when Big Al says, "Oh no! Hellllp!"</i></p> <p><i>How does the illustrator show us how Big Al and Shrimpy are feeling on this page?</i></p> <p>Harvest several responses to both questions, prompting children to look carefully at details in the illustration.</p>  |
| <p>pages 19-20</p>  | <p>Read the page and show the illustration.<br/><i>The author uses <b>dialogue</b>, the character's words, to tell a message. What is the message? [we have to help; don't give up when a friend is in trouble.]</i></p> <p>Harvest a few responses.</p>   |

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|                                    | <i>Look at the faces of the other fish: the illustrator shows us they are ready to give up!</i>   |
| page 20-26                         | Read through the pages without stopping.  |
| Pages 27-28                        | Read the text and display the illustration.<br><i>How did the author place the words on the page? Why do you think he made that choice?</i><br>Harvest several responses and reread the text as needed.   |
| <b>Key Discussion</b><br>6 minutes | Invite children to Think, Pair, Share in response to the question on the whiteboard.<br><i>What do the author and illustrator of Big Al and Shrimpy teach us about collaboration?</i><br><br>After the share, continue the whole group discussion.<br><i>When are times in our classroom when it's important to work together to solve a problem, instead of by ourselves?</i><br>Harvest a few responses. This discussion will continue in the next lesson.  |
| <b>Closing</b><br>1 minute         | <i>We can think about the message from Big Al and Shrimpy whenever we are trying to solve problems in our classrooms! We'll talk more about this tomorrow.</i>  |
| <b>Standards</b>                   | <b>R.5.K.a</b> Retell familiar texts with prompting and support, including details about who, what, when , where and how.<br><b>R.5.K.b</b> Retell key details of text with prompting and support, including the main topic.<br><b>R.9.K.a</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the texts.<br><b>R.9.K.b</b> With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.<br><b>Civics and Government 3</b> Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and local laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.<br><b>L.6.K</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts. |
| <b>Ongoing assessment</b>          | Listen to children's responses during whole group conversation and Think, Pair, Share.<br>Do children reference specific details from words and illustrations when describing the story's message?<br>How do children explain the role of the author and illustrator?<br>How do children describe the story's message about collaboration?  |

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|  | Do children use words and phrases acquired through the <i>Our Community</i> unit when discussing this text? |
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**Notes**



**Read Aloud**  
**“The More We Get Together” (song)**

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| <b>Big Idea</b>                  | Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.   |
| <b>Unit Question</b>             | What does it mean to be a member of a community?   |
| <b>Guiding Questions</b>         | Why is collaboration and working together important?<br>When is it important to work in a group or independently?  |
| <b>Content Objective</b>         | I can determine and describe a song’s message by discussing key words and phrases. (R.4.K, R.7.K)  |
| <b>Language Objective</b>        | I can describe with details a time when I collaborated with peers. (SL.3.K.a)  |
| <b>SEL Objective</b>             | I can identify and describe times when I play and work collaboratively with my classmates. (SR.2.1- <b>Boston Social Relations</b> )   |
| <b>Vocabulary</b>                | <b>together:</b> with other people; in companionship   |
| <b>Materials and Preparation</b> | <ul style="list-style-type: none"> <li>● “The More We Get Together” slides</li> <li>● projector and speakers</li> <li>● chart paper and markers</li> </ul> <p>Write out the lyrics to “The More We Get Together.”</p> <ul style="list-style-type: none"> <li>● Think, Pair, Share chart</li> </ul> <p>On the whiteboard write:<br/>                     When are times in our classroom when we work together in a group, instead of by ourselves?<br/><br/>                     Why is collaboration important?</p> |
| <b>Opening</b>                   | Introduce the text.<br><i>Today our text is a song, instead of a book!</i>   |

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| <p>4 minutes</p> <p>slide 1 (title)</p>                                     | <p>Refer to the song on chart paper and slides.</p> <p><i>This is a song that has been sung by many people and for many years. Before we read it ourselves, we will listen to a singer named Raffi so we learn the tune.</i></p> <p>Play the audio on slide 1 and invite children to chime in after a few verses.</p> <p>Set a purpose for the read.</p> <p><i>We're going to read and sing the song together using echo and choral reading, just like we do during our Shared Reading lessons. Then we'll talk about the song's message and continue our discussion about collaboration, or working together.</i></p> |
| <p><b>Text and Discussion</b></p> <p>8 minutes</p> <p>Full song, read 1</p> | <p>Invite children to echo sing the song two lines at a time, while tracking the print with a pointer. Model fluent and expressive reading and singing.</p> <p>In the last stanza, add names of the children in the classroom.</p>   |
| <p>Full song, read 2</p>  | <p>Invite children to chorally sing the song once through, while tracking the print with a pointer.</p> <p>As needed, identify familiar beginning sounds in some of the key words such as /m/ in more, /t/ in together and /f/ in friends.</p>   |
| <p>stanza 1</p>   | <p>Invite children to discuss key lines of the song.</p> <p><i>What do you think the song means by "the more we get together the happier we'll be?"</i></p>  |
| <p>stanza 2</p>   | <p>Invite children to discuss key lines of the song in a whole group discussion.</p> <p><i>What do you think the song means by "my friends are your friends, and your friends are my friends?"</i></p>   |
| <p><b>Key Discussion</b></p> <p>5 minutes</p>                               | <p>Invite children to Think, Pair, Share.</p> <p>Prompt 1: <i>When are times in our classroom when we work together in a group to work or play, instead of by ourselves?</i></p> <p>Prompt 2: <i>Why is collaboration important?</i></p>   |
| <p><b>Closing</b></p> <p>1 minute</p>                                       | <p><i>You all worked collaboratively right now to make sense of our new song! Tomorrow we'll think about everything we've learned over the last few weeks about communities.</i></p>   |
| <p><b>Standards</b></p>   | <p><b>R.4.K</b> Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p><b>R.7.K</b> With prompting and support, ask and answer questions about unknown words in a text.</p>  |



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|                                  | <p><b>SL.3.K.a</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>SR 2.1. (Boston Social Relations)</b> Develop rewarding positive relationships and work collaboratively with others.</p>  |
| <p><b>Ongoing assessment</b></p> | <p>Listen to children’s responses during whole group conversation and Think, Pair, Share.</p> <p>How do children make meaning of the song’s message?</p> <p>Do children use the song’s key words and phrases to understand its message?</p> <p>Do children identify times in the classroom when it’s important to work collaboratively?</p> |

**Notes**

# The More we Get Together

by Raffi



Listen here:



The more we get together

Together, together

The more we get together

The happier we'll be.

'Cause your friends are my friends  
And my friends are your friends  
The more we get together  
The happier we'll be

Oh, the more we get together

Together, together

The more we get together

The happier we'll be

There's \_\_\_\_\_ (*name*) and \_\_\_\_\_ (*name*)

And \_\_\_\_\_ (*name*) and \_\_\_\_\_ (*name*)

The more we get together

The happier we'll be.



**WEEK 6 Day 5**

**Read Aloud**  
**Synthesis of Unit Ideas**

To review and wrap up Unit 1, children look closely at the Unit Question Chart and discuss key concepts and vocabulary from the unit.

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| <b>Big Idea</b>                  | Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.   |
| <b>Unit Question</b>             | What does it mean to be a member of a community?   |
| <b>Guiding Questions</b>         | Why is collaboration and working together important?<br>When is it important to work in a group or independently?  |
| <b>Content Objective</b>         | I can describe connections among ideas and identify themes about community. (RI.K.3)   |
| <b>Language Objective</b>        | I can explore the meaning of the word community through a collaborative discussion. (SL.K.1, L.K.5)  |
| <b>SEL Objective</b>             | I can discuss my roles and responsibilities as a member of my classroom community. (SA 5.1, K.T1.2)  |
| <b>Materials and Preparation</b> | <ul style="list-style-type: none"> <li>● “Community” slides</li> <li>● Unit Question Chart(s) from Weeks 1-5</li> <li>● highlighters, markers, or sticky notes</li> </ul> <p>Prior to the lesson, read over the Unit Question Chart(s) with children’s evolving ideas about community. Select one theme that emerges and mark related ideas with like-colored dots or sticky notes. (For example, mark with a blue dot any ideas that capture the importance of collaboration.) Notice other emerging themes, but do not code them in advance of the lesson.</p> <p>Post the chart(s) in the meeting area. If there are more than one, make sure that they can be viewed simultaneously.</p> |
| <b>Opening</b><br>1 minute       | Introduce the task and set a purpose for the lesson.<br><i>We are at the end of our first unit of study, Our Community. Each</i>   |

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|   | <p><i>week since the beginning of the school year, we have considered our Unit Question: What does it mean to be a member of a community? I have read over our chart(s) to see how our thinking has grown and changed. I've marked ideas that are connected.</i></p> <p><i>Today, you'll get to look at all of our ideas about what it means to be a member of a community, and especially what it means to be a member of our classroom community.</i></p> <p><i>We'll also use our Grow a Definition routine to have a final conversation about what the word community means to us.</i></p>   |
| <p><b>Unit Question Chart</b><br/>2 minutes</p>         | <p><i>First let's see if there is anything we want to add to our Unit Question chart this week, since we haven't recorded anything since we've read Big Al and Shrimpy or "The More we Get Together."</i></p> <p>Read the Unit Question and harvest a few ideas to record on the chart. As needed, remind children about the themes of collaboration that they brought up earlier in the week.</p>   |
| <p><b>Text and Discussion</b><br/>6 minutes</p>         | <p>Turn children's attention to the Unit Question Chart(s) from Weeks 1-5.<br/><i>We've been thinking about communities for six weeks! Let's look back at some of the ideas we've had and see how we can make sense of them all together.</i></p> <p>Read the ideas previously marked as connected. Model synthesizing ideas.<br/><i>When I was reading the charts, I noticed these three ideas are all about people working together to solve a problem. I put blue dots next to these ideas because they are all about collaboration.</i></p> <p>Read several other ideas that are connected, without revealing a particular theme. Invite children to notice and name connections among the ideas and to select a color to attach to the theme.<br/><i>What is similar about all of these ideas? [i.e. All these ideas are about valuing differences and diversity in a classroom community.]</i></p> <p>Name the theme.</p> <p>Continue the same exercise to surface and name two or three important themes.</p> |
| <p><b>Key Discussion and Activity</b><br/>8 minutes</p> | <p><i>Let's talk with our partners about the word "community" by using our Grow a Definition routine.</i></p> <p>Begin with any of the images on the slides. Invite children to Think, Pair, Share in response to the question,<br/><i>How does this picture show the meaning of the word community?</i></p> <p>Continue the same prompt with additional images as time permits.</p>   |
| <p><b>Closing</b></p>                                   | <p><i>Even though we will be starting a new unit, we will use what we</i></p>  |

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| 3 minutes                 | <p><i>have learned about communities all year long. Think about the discussions we've had today. What can you do to continue being a caring member of our classroom community?</i></p> <p>Facilitate a brief discussion. Extend this conversation during a community meeting at another time.</p>   |
| <b>Standards</b>          | <p><b>RI.K.3.</b> With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.</p> <p><b>SL.K.1.</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p><b>L.K.5.</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p><b>K.T1.2.</b> Take on responsibilities and follow through on them, being helpful to and respectful of others (e.g., volunteer for and carry out tasks in the classroom and at home).</p> <p><b>SA 5.1.</b> Demonstrate awareness of self as a member of a family, culture, and community. Identify systems of support.</p> |
| <b>Ongoing assessment</b> | <p>Listen to children's responses during whole group conversation and Think, Pair, Share.</p> <p>Note how children are synthesizing the information learned. Are they thinking flexibly? How are they consolidating new information?</p> <p>How do children understand the Big Ideas? Do they use key unit vocabulary to discuss connections on the charts?</p> <p>How do children describe and explain the meaning of the word "community?"</p>  |

**Notes**

# community



# community



# community





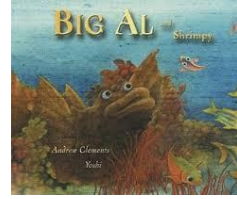
# community





# community





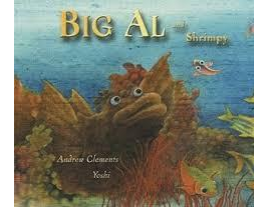
WEEK 6 Day 2

**Art Studio: Watercolor Crayon Resist**

Children learn about and experiment with crayons to create watercolor resist.

|                                  |   |
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| <b>Big Ideas</b>                 | Individuals or citizens come together to work, live, learn and relate to each other in communities.<br>People in communities represent their experiences and traditions through artistic expression.  |
| <b>Guiding Questions</b>         | What does it mean to be a member of a community?<br>How do you most effectively communicate your thoughts, ideas, feelings and traditions?  |
| <b>Vocabulary</b>                | <p><b>materials:</b> things needed for an activity</p> <p><b>represent:</b> to show</p> <p><b>precious:</b> very special</p> <p><b>disappear:</b> to go completely away, to become unable to be seen</p> <p><b>imagine:</b> to form a picture in one’s mind</p> <p><b>brushstroke:</b> the mark made by a paintbrush</p> <p><b>technique:</b> a way of doing something</p> <p><b>wax resist:</b> a painting technique that changes how paint stays on paper</p> |
| <b>Materials and Preparation</b> | <ul style="list-style-type: none"> <li>● Steps for Watercolor Painting, copies as needed, from Week 4</li> <li>● watercolor paints</li> <li>● watercolor paper</li> <li>● brushes of different sizes</li> <li>● containers for water</li> <li>● paper towels or clean rags</li> <li>● crayons</li> </ul> <p>Set up the table as in previous weeks. Add containers of crayons.</p>   |
| <b>Intro to Centers</b>          | <i>We are going to continue learning about what we can do with watercolor paints. Today we are going to try a new technique: drawing with crayons before we paint. This technique is called</i>   |

|                       |  |
|-----------------------|--|
|                       | <p><i>“crayon resist” or “wax resist” because of how the watercolors and the waxy crayons work together. I’m going to use only dry paper for this technique. Watch.</i></p> <p>Make a quick drawing with crayon, making bold marks on the paper and including both lines and a well-shaded area. A simple design with a light color, such as a yellow sun, is particularly effective in demonstrating this technique.</p> <p><i>You might have noticed that I was pressing firmly with the crayon. That’s important. Now I’m going to paint right over my crayon picture with watercolors. What do you think is going to happen?</i></p> <p>Begin painting slowly, giving time for children to watch the effects. A dramatic effect is achieved by painting with a darker color over lighter crayon; blue over the yellow sun, for example.</p> <p><i>What is happening?</i></p> <p>Change paint colors to demonstrate that multiple colors can be layered over the drawing, and invite children to articulate the effects they notice. Answer any clarifying questions about this technique.</p> <p><i>Remember, when you are finished working, make sure the space is ready for the next artist to work.</i></p> |
| <b>During Centers</b> | <p>Ask children to articulate predictions and observations as they work with the crayons and watercolors. Notice and photograph what they are doing.</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>  |
| <b>Facilitation</b>   | <ul style="list-style-type: none"> <li>● What do you notice?</li> <li>● How does the result change if you use a darker or lighter crayon?</li> <li>● How does it change if you use a darker or lighter paint color?</li> <li>● Can you describe how you are using the crayon?</li> <li>● Why do you think this happens when you paint over crayon?</li> <li>● What else are you curious to try with watercolors?</li> </ul>  |
| <b>Standards</b>      | <p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p>   |



WEEK 6 Day 1

## Art Easel: Self Portraits 2

Children learn to look critically at a drawing and provide feedback. They use the feedback to create accurate self portraits through painting or paper collage.

|                                  |   |
|----------------------------------|---|
| <b>Big Ideas</b>                 | <p>Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.</p> <p>People in communities represent their experiences and traditions through artistic expression.</p>  |
| <b>Guiding Questions</b>         | <p>When is it important to work in a group or independently?</p> <p>How do you most effectively communicate your thoughts, ideas, feelings and traditions?</p>  |
| <b>Vocabulary</b>                | <p><b>notice:</b> to see, to pay attention to something</p> <p><b>represent:</b> to show</p> <p><b>proportion:</b> the way a representation (such as a drawing or structure) compares to real life</p> <p><b>sketch:</b> a quick drawing that gives an idea of a more finished picture</p> <p><b>trace:</b> to copy by drawing over another picture</p> <p><b>self portrait:</b> a picture of oneself</p> <p><b>cross hairs:</b> lines on a sketch to help put a specific detail in place</p> <p><b>precise:</b> accurate, exact, just right</p> <p><b>accurate:</b> true to life</p> <p><b>collage:</b> a picture made up of small pieces of paper or other materials</p> <p><b>feedback:</b> comments or suggestions about work</p> <p><b>satisfied:</b> pleased, happy with a result</p> |
| <b>Materials and Preparation</b> | <ul style="list-style-type: none"> <li>● easel</li> <li>● children’s self portrait sketches, from Week 5</li> <li>● pencils</li> <li>● erasers</li> <li>● tempera paints</li> <li>● paintbrushes in various thicknesses</li> </ul>  |

- drawing/painting paper
  - construction or other colored paper, cut into smaller pieces  
Include colors that children may use to represent their hair, skin, and other features.  
Arrange the colored papers on trays or in baskets.
  - liquid glue or glue sticks
  - paint cups
  - pencils
  - thin black markers
  - water
  - spoons
  - mixing trays/palettes
  - photo of each child, printed, from Week 5
  - technology to project video
  - [Austin's Butterfly](#) video
  - chart paper
- Create the following Feedback chart.

|                 |  |
|-----------------|--|
| Feedback is.... |  |
| kind            |  |
| specific        |  |
| helpful         |  |

Create an example of a self portrait using paint and another one using collage.

**Intro to Centers**

*Last week you sketched self portraits. This week you'll continue to work on your self portraits, but first I'd like you to watch this video. It's the story of Austin, a first grader, who wanted to make a picture of a butterfly. He wanted his picture to look **accurate**, or true to life. Let's see how his friends helped him.*

Show [Austin's Butterfly](#).

*How did Austin's friends help him make an accurate picture of a butterfly?  
Can you describe the kind of feedback they gave him? **Feedback** is comments or suggestions about work.  
How do you think Austin might feel about his finished work?*

Facilitate the conversation to reinforce the idea that the feedback is kind, specific, and helpful. Refer to the Feedback chart.

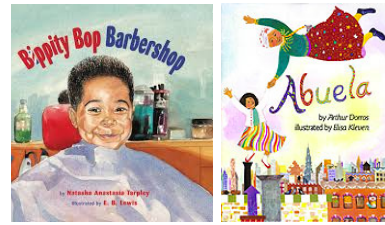
|                              |   |
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|                              | <p><i>I bet Austin felt really <b>satisfied</b> with his finished work—he was pleased because he got the kind of feedback that helped him make his work better and better.</i></p> <p><i>During Centers, let’s listen for feedback that people offer each other. Later, we can write down some examples of what feedback can sound like when it is kind, specific, and helpful.</i></p> <p><i>As you continue to work on your self portraits this week, you will use what you learned about sketching last week. Make a quick sketch with a pencil, and then decide whether you’d like to paint your self portrait using some of the colors you have been mixing, or if you’d like to use small pieces of colored paper to make a collage.</i></p> <p>Show examples of self portraits using each medium.</p>  |
| <p><b>During Centers</b></p> | <p>Children start by looking at the line drawings they made last week and giving and receiving feedback. Children may choose to revise their work or create new sketches. Remind children to work quickly and lightly when sketching.</p> <p>Once satisfied with their sketches, children choose whether to use paint or collage to continue to finish their self portraits.</p> <p>For painting, children may work off their line drawings from Week 5 or create new sketches. Encourage them to try different brush sizes for more and less detailed parts of their paintings. Children may also choose to mix new paint colors for accurate representation in their self portraits. Children may also choose to represent themselves in fantastical colors.</p> <p>For collage, part of the children’s effort may be about matching skin and hair colors to papers available. Children may also choose to represent themselves in fantastical colors. Again, children may work off their line drawings from Week 5 or create new sketches. They can cut or tear paper to match the different sizes and shapes of spaces on their drawings. Details can be done in collage or can be drawn directly on the face.</p> <p>Demonstrate that sketches can be flipped to the blank side so that the final work doesn’t show the sketching lines.</p> <p>Encourage children to ask for feedback when they are ready for it and to respond to the feedback when they receive it. Support children’s use of language that is kind, specific, and helpful when offering feedback. As children provide feedback, write their words on the Feedback chart in the</p> |





Unit 1: Our Community

WEEK 6 Day 1



**Blocks: Community Places 2**

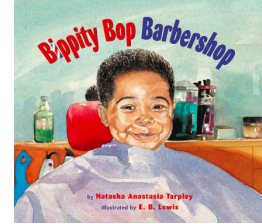
Children explore and play with various types of blocks and props and work collaboratively, becoming familiar with the properties of blocks and other materials in the block area.

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

|                         |   |
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|                         | <p>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>   |
| <b>Intro to centers</b> | <p><i>For the past week, you have been using blocks to construct buildings in our community. Here are some of your sketches and pictures of your constructions.</i></p> <p>Show them some of the work they have done and let them share what they notice.</p> <p><i>Today when you go to the block area, I would like you to think about many of the places that you built over the past week. Can you think about working with a friend to construct more than one building so that you have a community of places that some of the block people can visit.</i></p> <p>Invite children to turn and talk with a partner about 2 different buildings they would construct in their community. Harvest and write down some of their ideas.</p> <p><i>You might want to build with a friend.<br/>We also have some clipboards and pencils in the Block Center. You can sketch or draw the buildings that would be part of your community, or make a plan, or write some labels for your constructions</i></p> <p>Demonstrate how you might make a sketch of what you have built. Show them books you have read that show buildings in a community.</p> <p><i>We also have some images of different structures hanging on the wall around the Block Center [or on this ring, in this book]. By looking at these, you can get ideas about what you might build.</i></p> <p>Show one or two of the images you are providing. Wonder aloud how you might begin to build a structure in one of the images.</p> <p><i>What ideas do you have for what 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> |
| <b>During centers</b>   | <p>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</p>  |

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|                                 | <p>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.</p>  |
| <p><b>Guiding Questions</b></p> | <ul style="list-style-type: none"> <li>● What materials and props do you need to build a structure?</li> <li>● What did you notice about the structures in these images/books that could help you build your structure?</li> <li>● How can you work together?</li> <li>● Can you describe each block? How many blocks did you use? Which kind of block did you use the most?</li> <li>● How can you get someone to work with you?</li> <li>● What do you notice about someone else's structure that can help you with your structure?</li> <li>● What do you observe (notice) about how someone else is solving that building problem?</li> </ul>  |
| <p><b>Standards</b></p>         | <p><b>SL.2.K.b</b> Ask and answer questions in order to seek help, gather information, or clarify something that is not understood.</p> <p><b>SL.3.K.b</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>Civics and Government 1</b> Students understand key ideas and processes that characterize democratic government in the community and the United States by identifying community workers and volunteers and the roles they play in promoting the common good.</p> <p><b>Geography 1</b> Students understand the nature and basic ideas of geography by identifying questions about their world and explaining that geography is the study of the Earth's surface and peoples.</p> <p><b>Geography 5</b> Students understand the influence of geography on individuals and their immediate surroundings by identifying the impacts of geographic features on individuals and families.</p> |

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| <p><b>Notes</b></p> |
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WEEK 6 Days 1-5

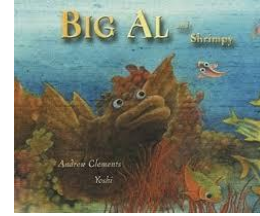
**Dramatization: Barber Shop/Hair Salon 3**

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

|                                  |   |
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| <b>Big Idea</b>                  | Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.  |
| <b>Guiding Question</b>          | What does it mean to be a member of a community?  |
| <b>Vocabulary</b>                | <p><b>community:</b> a group of people who live, work, or do things together</p> <p><b>brave:</b> not afraid, showing courage</p> <p><b>crowded:</b> filled with too many things or too many people</p> <p><b>customer:</b> person who pays for a good or a service</p>   |
| <b>Materials and Preparation</b> | <ul style="list-style-type: none"> <li>Materials used to set up the center in previous weeks</li> </ul> <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>  |
| <b>Intro to Centers</b>          | <p><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>  |
| <b>During Centers</b>            | <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> |

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|                     | <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>  |
| <b>Facilitation</b> | <ul style="list-style-type: none"> <li>● Are there any other props you need? How could you make that?</li> <li>● What services does the barbershop/salon offer?</li> <li>● What can you do if a customer asks you for a haircut or hairstyle you are not familiar with?</li> <li>● Who are you pretending to be?</li> <li>● Do you get hair cuts? Who cuts your hair?</li> </ul>  |
| <b>Standards</b>    | <p><b>SL.1.K.a.</b> Students understand the nature of personal finance as well as key foundational ideas by describing how money has value and can be traded for goods and services.</p> <p><b>SL.3.K.a</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>Global Connections</b> Students understand the influence of economics on individuals and groups in the United States and the World, including Maine Native Americans, by identifying how individuals, families, and communities are part of an economy.</p> <p><b>Economics</b> Students understand the nature of economics as well as key foundational ideas by describing how people make choices to meet their needs and wants.</p> <p><b>Personal Finance</b> Students understand the nature of personal finance as well as key foundational ideas by describing how money has value and can be traded for goods and services.</p> |

**Notes**

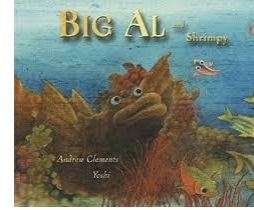


WEEK 6 Day 1

**Library & Listening: Book Reviews or Story Chest**  
 Children can choose to review books or to use figurines to act out favorite stories.

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|----------------------------------|---|
| <b>Big Ideas</b>                 | A strong, interdependent community has qualities, such as: common values, expectations, norms, and organizational systems.<br>One way people in communities communicate is through stories.   |
| <b>Guiding Questions</b>         | Why is collaboration and working together important?<br>When is it important to work in a group or independently?   |
| <b>Vocabulary</b>                | <p><b>author:</b> person who writes a book or other text</p> <p><b>illustrator:</b> person who creates pictures for a text</p> <p><b>characters:</b> the people or animals who the story is about</p> <p><b>setting:</b> where and when a story takes place</p> <p><b>scene:</b> a place where something happens, part of a story</p> <p><b>imagine:</b> to form a picture in one’s mind</p> <p><b>figurine:</b> a small statue</p> <p><b>chest:</b> a strong box used for storing things</p> <p><b>location:</b> the place where something is found</p> <p><b>record:</b> to draw or write information</p> <p><b>opinion:</b> a view or belief about something</p> |
| <b>Materials and Preparation</b> | <ul style="list-style-type: none"> <li>● Story Chest box, with figurines</li> <li>● Unit 1 books and/or selected images from these stories</li> <li>● Book Review sheets, on clipboards</li> <li>● writing and drawing tools</li> <li>● chart paper</li> <li>● markers</li> <li>● large sticky notes</li> </ul> <p>Set up materials for both Book Reviews and Story Chest so children can choose which activity to pursue.</p>  |

|                                |   |
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| <p><b>Intro to Centers</b></p> | <p><i>Today in the Library and Listening center you can choose to continue to write book reviews, to record your opinions about some of our books, or you could choose to act out scenes from any story using the Story Chest.</i></p> <p>If needed, briefly reintroduce the two activities.</p> <p><i>Turn and talk with a partner and share what you would like to do.</i></p>  |
| <p><b>During Centers</b></p>   | <p>Note which activity children choose, and ask them why they did. Support them as needed, and encourage them to collaborate and to support each other.</p>   |
| <p><b>Facilitation</b></p>     | <p>For Book Reviews:</p> <ul style="list-style-type: none"> <li>● Which book did you read? What is your favorite scene/character? Why?</li> <li>● What do you think about this book? What did you like about it?</li> <li>● How will you communicate your thoughts about this book?</li> <li>● Who would you recommend this book to in our class? Why do you think they would like it?</li> </ul> <p>For Story Chest:</p> <ul style="list-style-type: none"> <li>● Which character appears in the story first?</li> <li>● How can you move that character so that you represent what is happening in the story?</li> <li>● What happens next in the story?</li> <li>● How do you think the character _____ is feeling at this moment in the story?</li> <li>● What else could you pretend to have the characters in this story do? Can you tell a new story about these characters?</li> <li>● What other stories do you think we should put in the Story Chest?</li> </ul> |
| <p><b>Standards</b></p>        | <p><b>R.5.K.a</b> Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p><b>R.5.K.b</b> Retell key details of text with prompting and support, including the main topic.</p> <p><b>R.8.K.a</b> Identify texts that tell stories.</p> <p><b>R.8.K.b</b> Identify texts that provide information.</p> <p><b>R.11.K.b</b> With prompting and support, compare and contrast the experiences of characters in two or more familiar texts.</p> <p><b>R.11.K.d</b> With prompting and support, compare and contrast two texts on the same topic.</p> <p><b>Civics and Government 3</b> Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and local laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.</p>  |



WEEK 6 Day 2

**Discovery Table: Scenes from Stories 2**

Children build sand structures and use natural and recycled materials to act out *Big Al and Shrimpy*.

|                                  |   |
|----------------------------------|---|
| <b>Big Idea</b>                  | One way people in communities communicate is through stories.   |
| <b>Guiding Questions</b>         | What does it mean to be a member of a community?<br>Why is collaboration and working together important?  |
| <b>Vocabulary</b>                | <p><b>tools:</b> objects used to accomplish something</p> <p><b>notice:</b> to see, to pay attention to something</p> <p><b>search:</b> to look for something</p> <p><b>curious:</b> interested</p> <p><b>describe:</b> to tell what someone or something is like</p> <p><b>disappear:</b> to go completely away, to become unable to be seen</p> <p><b>object:</b> a thing that can be seen and touched</p>  |
| <b>Materials and Preparation</b> | <p>If possible set up two separate tables or tubs: one with tools for ongoing exploration, and one with materials more suited to storytelling.</p> <ul style="list-style-type: none"> <li>● sensory/discovery table, or tabletop tub(s)</li> <li>● sand</li> <li>● sand table tools, such as cups and scoops, small shovels, and/or plastic spoons</li> <li>● spray bottles filled with water</li> <li>● figurines of fish, if available</li> <li>● natural materials (shells, acorns, sticks)</li> <li>● recycled materials (small tiles, sanded wood scraps, buttons)</li> <li>● <i>Big Al and Shrimpy</i>, Andrew Clements, or images from the book</li> </ul> |
| <b>Intro to Centers</b>          | <p><i>You have used the Discovery Table to act out stories before. Do you think you could build a scene to act out Big Al and Shrimpy?</i></p> <p>Show the book.</p> <p><i>What scene from the story might you like to act out?</i></p>   |



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|                       | <p>Flip through the pages slowly. Invite children to turn and talk with a partner to recall different scenes from the story.</p> <p><i>An important moment in the story happens in the big coral reef. How could you construct the coral reef?</i></p> <p><i>Use the images from the book to inspire you. You can also think about different things that could happen with the characters in this setting, the ocean. I can't wait to see what parts of the story you are inspired by and how you build and retell them!</i></p>  |
| <b>During Centers</b> | <p>Take notes about and take photos or video of children's constructed scenes and how they reenact the story. Allow children to suggest additional materials as they need them for particular scenes.</p> <p>Encourage children to collaborate and to act out a variety of scenes from the story.</p>   |
| <b>Facilitation</b>   | <ul style="list-style-type: none"> <li>● How can you use these materials to make the big coral reef?</li> <li>● Which part of the story are you inspired by? Why?</li> <li>● What did you notice about the community illustrated in <i>Big Al and Shrimpy</i>?</li> <li>● How do the fish collaborate together?</li> <li>● What else could the characters do to make their community better?</li> </ul>   |
| <b>Standards</b>      | <p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p><b>SL.2.K.b</b> Ask and answer questions in order to seek help, gather information, or clarify something that is not understood.</p> <p><b>SL.3.K.b</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>R.5.K.a</b> Retell familiar texts with prompting and support, including details about who, what, when, where and how.</p> <p><b>R.5.K.b</b> Retell key details of text with prompting and support, including the main topic.</p> <p><b>Civics and Government 4.</b> Students understand the concepts of rights, duties, responsibilities, and participation by describing classroom rights, duties, and responsibilities including how students participate in some classroom decisions and are obliged to follow classroom rules.</p> |

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| <b>Notes</b> |
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## STEM Investigation 4: A Community of Scientists

**Description:** Children will observe how people in their community use their senses (sight, touch, hearing) when they communicate with other members of their classroom community. Children will develop the understanding that the ways we (and many other animals) communicate depends on the physical qualities of our environments, and that multiple senses are used simultaneously to get a sense of an encounter, observation, or to make sense of evidence.



### Enduring Understanding:

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

### Essential Question:

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

### Materials:

- observation sheet (see Resources), one for each child
- pencils
- chart paper

### Vocabulary:

- communicate
- community
- observe
- sense
- data

### Preparation:

Write the focus question on a chart paper: ***“What can we observe about how people in our classroom use their senses to communicate?”***

### Intro to Centers:

“This week you will investigate the focus question that is written on this chart paper: **What can we observe about how people in our classroom use their senses to communicate?**”

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

“This week, as scientists, you will use your senses of sight, touch, and hearing to learn about and communicate with the people in our classroom.”

“Guess how this child is feeling.”

“How did you know he was sad? What sense did you use?”

*Indicate and read the focus question.*

*Circle, discuss, and annotate key words (**observe, senses, communicate**).*

*Invite one child to come to the front of the group. Whisper to him to make a face to indicate that he is feeling sad.*

*Give children a chance to guess; most likely they will say that he is feeling sad.*

*Draw an eye above the word **senses** in the focus question.*

“How did you know he was sad? What sense did you use?”

“Yes, you looked at him, and that gave you some information about him. He was communicating that he was feeling sad, and you used your sense of sight to understand that.”

“Let’s play again.”

“Let’s play one more time.”

“Here is an observation sheet. You will use it to record what you observe about people in our classroom.

“First, at the bottom of the page, draw a picture of people you observe doing something together in our classroom. Maybe you see people working together in the Art Studio or in Blocks. Then record how you noticed them communicating—with their eyes, ears, hands. I wonder what you will notice about how we communicate!”

*This time ask the children to cover their eyes while one child uses a loud, angry voice. When children guess that she is feeling angry, and children indicate that they used their sense of hearing to understand that, draw an ear above the word **senses** in the focus question, with the eye.*

*This third time, ask a child to clap. Other children may guess that she is excited or happy; draw a hand above **senses**. Show the observation sheet.*

*Indicate where to make tally marks in the eye, hand, or ear boxes to show what they observed about how the children and/or the adults in the picture were communicating.*

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

Using the observation sheets, clipboards, and pencils provided in the STEM center, children walk slowly around the room and observe their classmates and/or adults. Once they choose people to observe, they find a place to sit quietly so that they can draw what they see and hear. For example, a child might choose to draw a picture of classmates building blocks, dancing, listening to music, talking about a project, or asking an adult a question.

Encourage children to add as much detail as possible to their drawings, and to label objects and people so that they can explain their observations to others. Once children draw their picture, they make tally (or other) marks in the appropriate boxes (eye, ear, or hand) to show which senses they observed people using to communicate. For example, if someone in the picture was using their ears to listen to someone else talking as they play, the children should put a tally mark in the EAR box; if someone was using their sense of sight to understand what someone was saying, they should put a tally mark in the EYE box. Since people use more than one sense at a time, children can and should make multiple tallies across the three different senses.

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

- What do you notice about how the person you are observing is communicating? Is s/he using ears, hands, eyes, or two of these, or all three?
- What sense are they using?
- What senses are the other people you are observing using to communicate?
- Does one sense have more tally marks on the observation sheets? Does one sense have the fewest?

- What does that make you think?

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

What did you do this week as scientists in the classroom?

Revisit the focus question, ***“What can we notice about how we use our senses to communicate with other people in our classroom?”***

Children share their data gathered on their observation sheets. Ask several children to tell you how many tally marks they have in each ‘sense box’ (eye, hand, or ear).

Does one sense have the most tallies? Does one have the fewest? Encourage children to pose hypotheses and questions about this.

Do people use more than one sense to communicate at the same time?

If you record some interactions on video, share this with the group and make some observations together about what you notice.

### ***Documentation:***

Take and use pictures to reinforce the concepts via later discussion. Post these pictures with questions (How are we communicating?) or reminders (Look at someone who is talking to better understand what he wants to say.) to the group. Also, put these pictures together with pictures from Investigations 1 - 3 to display a collection of work and learning about the various senses we use to learn about our community.


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

If there is time, children in the STEM center can pretend to be different animals trying to communicate something they need (e.g., a baby bird that is hungry, a dog that wants to get inside, a bat squeaking, etc.) What body parts and senses do they use to communicate?

STEM Investigation 4 *Our Community*

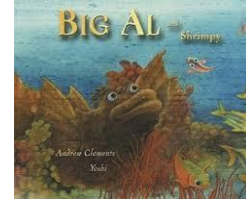
OBSERVATION SHEET

Name \_\_\_\_\_

|   |  |   |
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|   |  |   |

What do you notice about how people use their senses to communicate in your classroom? Record your data with tally marks in boxes.

Draw a picture here:



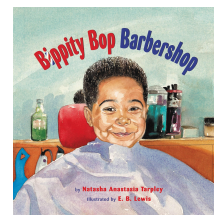
**WEEK 6 Day 3**

**Writing & Drawing: Making Books**

Children make books to make social connections and communicate ideas.

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| <b>Big Ideas</b>                 | <p>Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.</p> <p>People in communities represent their experiences and traditions through artistic expression.</p>  |
| <b>Guiding Questions</b>         | <p>How do you develop fairness, inclusivity and friendship in our community?</p> <p>How do you most effectively communicate your thoughts, ideas, feelings and traditions?</p>  |
| <b>Vocabulary</b>                | <p><b>generate:</b> to produce, to come up with</p> <p><b>author:</b> person who writes a book or other text</p> <p><b>illustrator:</b> person who creates pictures for a text</p> <p><b>collaborate:</b> to work together</p> <p><b>communicate:</b> to share ideas</p> <p><b>community:</b> a group of people who live, work, or do things together</p> <p><b>describe:</b> to tell what someone or something is like</p> <p><b>represent:</b> to show</p>  |
| <b>Materials and Preparation</b> | <ul style="list-style-type: none"> <li>● writing and drawing tools, including pencils</li> <li>● erasers</li> <li>● a variety of paper: with and without lines and of different sizes</li> <li>● envelopes</li> <li>● blank paper, cut in half</li> <li>● colored construction paper, cut in half</li> <li>● stapler</li> </ul> <p>Make some small books that children can use as models.</p> <p>Arrange papers, writing and drawing tools, and staplers so that children can easily access them.</p> |
| <b>Intro to Centers</b>          | <p><i>We have been using the Writing and Drawing Center for writing</i></p>   |

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|                       | <p><i>messages. Messages are great if you want to communicate a short message to one person. But if you want to communicate something longer to lots of people, you might write a book instead! A book can be about anything! It might contain a story, or information about something you know or have researched. Or it might include your own version of another book you know.</i></p> <p>Hold up a sample of a small, blank book.<br/><i>Here is one kind of book you can make in the Writing and Drawing Center. I used one piece of colored paper and two pieces of white paper and a stapler.</i></p> <p>Demonstrate how to stack and fold the paper with the colored cover on the outside. Use the stapler to hold the cover and pages together.</p> <p><i>Sometimes the hardest thing about writing is deciding what to write about. Let's take a moment to <b>generate</b>, or come up with, some ideas. Turn and talk to a partner about what you might write about.</i></p> <p>Children turn and talk. Harvest ideas from a few children.<br/><i>These are just a few ideas you might use to start writing.<br/>When you write a book, you can also decide whether you will use drawings, words, or both to communicate your story or information.</i></p> <p><i>You can work on your own or collaborate with someone else. You can be both the author and the illustrator, or you and a friend can each take responsibility for one part.</i></p> |
| <b>During Centers</b> | <p>Children work independently and collaboratively to make and write and draw in books. Some children will need help folding and stapling. Help children orient their books before they begin writing. Support them in writing their name, as author, on the front cover. Take dictation as appropriate, writing the full text or sharing the pencil with a child who can write particular letters or words.</p> <p>Notice what children are interested in writing about. Draw their attention to the work of others nearby who might be approaching the book writing similarly or differently.</p>   |
| <b>Facilitation</b>   | <ul style="list-style-type: none"> <li>● What do you think you might write about?</li> <li>● How many pages will you need?</li> <li>● What will you put on the cover of your book?</li> <li>● Who do you think will want to read your book?</li> <li>● How will you communicate your ideas? (words, drawings)</li> <li>● What kind of help do you need?</li> </ul>  |
| <b>Standards</b>      | <b>W.3.K.b</b> Use a combination of drawing and writing to communicate a topic.   |

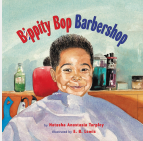




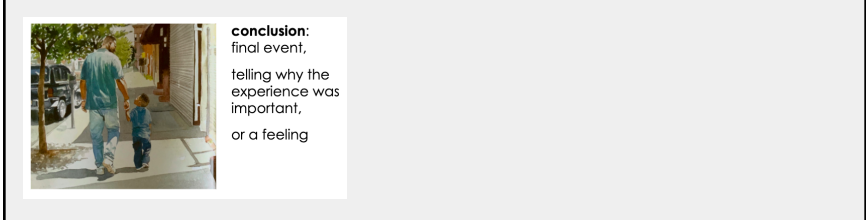
WEEK 6 Day 1

**Writing Personal Recount**  
 Deconstruction: Conclusion  
 Individual Construction

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|----------------------------------|--|
| <b>Content Objective</b>         | I can tell and draw a personal recount with a conclusion. (W.3.K.b)  |
| <b>Language Objective</b>        | I can follow routines for talking to a partner. (SL.1.K.a)   |
| <b>Vocabulary</b>                | <p><b>personal recount:</b> a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p><b>document:</b> to record, sometimes by writing</p> <p><b>sequence of events:</b> the events in a personal recount, in order</p> <p><b>entertain:</b> to interest someone</p> <p><b>orientation:</b> in a personal recount, the text that introduces the story</p> <p><b>stages:</b> the parts of a piece of writing</p> <p><b>conclusion:</b> the end</p>   |
| <b>Materials and Preparation</b> | <ul style="list-style-type: none"> <li>● Personal Recount anchor chart images: stages<br/>Cut out the conclusion image.</li> <li>● Personal Recount anchor chart, from Week 4, Day 3</li> <li>● <i>Bippity Bop Barbershop</i>, Natasha Anastasia Tarpley</li> <li>● system for keeping track of work shared<br/>Before the lesson, check in with one child who will share her personal recount and model thinking through a conclusion.</li> <li>● drawing and writing books</li> <li>● writing tools</li> <li>● Personal Recount Observation Tools, from Week 4, Day 4</li> </ul> |
| <b>Opening</b><br>1 minute       | <p>Refer to the Personal Recount anchor chart.</p> <p><i>We have been learning a lot about personal recounts! We learned that they are written to document a sequence of events. We also learned that they are written with certain parts, or <b>stages</b>. They begin with an orientation, followed by the sequence of events. Today we are going to learn about another stage of personal</i></p>   |





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|  | <p><i>recounts.</i></p> <p><b>Deconstruction</b><br/>8 minutes</p> <p>Open to the last page of <i>Bippity Bop Barbershop</i>.<br/><i>Personal recounts end with <b>conclusions</b>. Sometimes writers end their personal recounts with one final event; sometimes they talk about why the experience was important; and sometimes they end with a feeling. I am going to read the last page of Bippity Bop Barbershop. As I read, think about which kind of conclusion Natasha Anastasia Tarpley chooses.</i></p> <p>Read the last page. Harvest the children’s ideas.<br/><i>Natasha Anastasia Tarpley does not add a final event or say why the experience was important; she concludes her story with a feeling. She uses the illustration and words to show Miles and Daddy walking home together, with Miles feeling happy and proud.</i></p> <p>On the Personal Recount anchor chart, below sequence of events, glue the conclusion card. See the following example.</p> <div data-bbox="500 825 1360 1801" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;"><b>Personal Recount</b></p> <p><b>Purpose:</b> to document a sequence of events and to entertain</p> <p><b>Examples:</b></p>  <p><b>Stages:</b></p>  <p><b>orientation:</b> introduces <u>who</u> is in the story, <u>when</u> and <u>where</u> it happened, and an introduction to <u>what</u> happened</p>  <p><b>sequence of events:</b> all the events of the story, in order</p> </div> |
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
|  |   |
|--|---|
|  |  <p><b>conclusion:</b><br/>final event,<br/>telling why the<br/>experience was<br/>important,<br/>or a feeling</p>  |
| <p><b>Modeling</b><br/>10 minutes</p>                | <p>Hold up the selected child’s drawing and writing book. Support her as she tells her personal recount, encouraging her to include the orientation and sequence of events.</p> <p><i>Now _____ [child’s name] is going to think carefully about her conclusion. Remember, she can end with a final event, telling why the experience was important, or a feeling. _____, what kind of conclusion would you like to use?</i></p> <p>Guide and support the child to choose a type of conclusion and to say a concluding statement that is appropriate for her personal recount. Note that the child may need a lot of support at this point.</p> |
| <p><b>Individual Construction</b><br/>10 minutes</p> | <p><i>Now you are going to think about conclusions for your own personal recounts. Sitting side by side with your partner, you will open your drawing and writing book. Just like _____, retell your story and then add a conclusion.</i></p> <p>Distribute drawing and writing books and guide children to sit and share in partners. When they finish their conversations, send them to continue writing. As they write, circulate to support them.</p>   |
| <p><b>Closing</b><br/>1 minute</p>                   | <p><i>Today we learned that personal recounts end with conclusions.<br/>Tomorrow we will add a conclusion to our class personal recount.</i></p>  |
| <p><b>Standards</b></p>                              | <p><b>W.3.K.b</b> Use a combination of drawing and writing to communicate a topic.<br/><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and larger groups.</p>   |
| <p><b>Ongoing assessment</b></p>                     | <p>Listen and take notes as children tell their conclusions.<br/>What do they understand about concluding personal recounts?<br/>Which type(s) of conclusions do they choose?</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 6 Day 2

**Writing Personal Recount**  
 Joint Construction  
 Individual Construction

|                                  |  |  |  |  |  |                               |                                       |  |  |
|----------------------------------|--|--|--|--|--|-------------------------------|---------------------------------------|--|--|
| <b>Content Objective</b>         | I can tell and draw a personal recount. (W.3.K.b)  |  |  |  |  |                               |                                       |  |  |
| <b>Language Objectives</b>       | I can recount a class experience. (SL.1.K.a)<br><br>I can ask questions to understand my partner. (SL.1.K.b)   |  |  |  |  |                               |                                       |  |  |
| <b>Vocabulary</b>                | <p><b>personal recount:</b> a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p><b>conclusion:</b> the end</p> <p><b>stages:</b> the parts of a piece of writing</p> <p><b>orientation:</b> in a personal recount, the text that introduces the story</p> <p><b>sequence of events:</b> the events in a personal recount, in order</p>  |  |  |  |  |                               |                                       |  |  |
| <b>Materials and Preparation</b> | <ul style="list-style-type: none"> <li>● <i>Bippity Bop Barbershop</i> chart, from Week 5, Day 1<br/>                     Fill in the Conclusion portion of the chart. See the following example.</li> </ul> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p style="text-align: center; margin: 0;"><i>Bippity Bop Barbershop</i></p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 5px 0;"> <tr> <td colspan="4" style="padding: 5px;"><b>Orientation:</b></td> </tr> <tr> <td style="width: 25%; padding: 5px;"><b>Who</b><br/>Daddy and Miles</td> <td style="width: 25%; padding: 5px;"><b>When</b><br/>early Saturday morning</td> <td style="width: 25%; padding: 5px;"><b>Where</b><br/>home; city; barbershop</td> <td style="width: 25%; padding: 5px;"><b>What</b><br/>Miles is getting his first haircut.</td> </tr> </table> <p style="margin: 5px 0;"><b>Sequence of Events:</b></p> <div style="display: flex; align-items: center; margin-bottom: 5px;">  <span>Daddy and Miles dressed alike.</span> </div> <div style="display: flex; align-items: center;">  <span>They stopped at Jack's Sweet Shop.</span> </div> </div> | <b>Orientation:</b>                    |  |  |  | <b>Who</b><br>Daddy and Miles | <b>When</b><br>early Saturday morning | <b>Where</b><br>home; city; barbershop | <b>What</b><br>Miles is getting his first haircut. |
| <b>Orientation:</b>              |  |  |  |  |  |                               |                                       |  |  |
| <b>Who</b><br>Daddy and Miles    | <b>When</b><br>early Saturday morning  | <b>Where</b><br>home; city; barbershop | <b>What</b><br>Miles is getting his first haircut. |  |  |                               |                                       |  |  |

|   |  |
|---|--|
|   | <div data-bbox="505 113 1362 228">  <p>The men at the barbershop told Miles to be brave.</p> </div> <div data-bbox="505 233 1362 359">  <p>Miles could not find a haircut that looked like him.</p> </div> <div data-bbox="505 363 1362 499">  <p>Miles imagined Daddy getting his hair cut so he wouldn't be scared.</p> </div> <div data-bbox="505 504 1362 615">  <p>Miles and Daddy got the same haircut.</p> </div> <div data-bbox="505 619 1362 751"> <p><b>Conclusion:</b> I hum a happy, proud song as we leave Mr. Seymour's shop. <i>Bippity bop. Bippity be-bop-bop.</i> Daddy picks up the tune. We walk to the rhythm of our music, two cool cats, side by side.</p> </div> <ul style="list-style-type: none"> <li>● jointly constructed Personal Recount Stages chart, from Week 5, Day 3</li> <li>● Personal Recount anchor chart, from Week 4, Day 3</li> <li>● drawing and writing books</li> <li>● drawing and writing tools in caddies</li> <li>● Personal Recount Observation Tools, from Week 4, Day 4</li> </ul> |
| <p><b>Opening</b><br/>1 minute</p>              | <p><i>Yesterday we learned that personal recounts end with conclusions. Refer to the Bippity Bop Barbershop chart. I added the conclusion from Bippity Bop Barbershop to the bottom of our chart. Read the conclusion.</i></p> <p><i>Today we are going to add to our class personal recount chart, and then you will continue writing your own personal recounts.</i></p>   |
| <p><b>Joint Construction</b><br/>10 minutes</p> | <p><i>Let's review what we have written so far for our personal recount. Review the jointly constructed Personal Recount Stages chart.</i></p> <p><i>Now we will fill in the Conclusion section. Refer to the Personal Recount anchor chart. Remember, personal recounts can end with a final event, telling why the experience was important, or a feeling. Bippity Bop Barbershop ends with a feeling.</i></p> <p><i>Take a minute to think about which type of conclusion would be best for our personal recount.</i></p> <p>Harvest children's ideas and choose one conclusion as a class. Record the conclusion on the chart.</p>   |

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|  | Note that the title will be filled in in Unit 2, Week 1.   |
| <b>Individual Construction</b><br>18 minutes | <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 include all of the <b>stages</b>, or parts. [Refer to the Personal Recount anchor chart.] Begin with an orientation, followed by the sequence of events, and end with a conclusion. Take a moment to think about what you will write. When you are ready to share with your partner, put a silent thumb 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> |
| <b>Closing</b><br>1 minute                   | <i>Today we continued our class personal recount and you continued telling and drawing your own personal recounts. For the rest of the week you will continue to tell, draw, and write your own personal recounts.</i>   |
| <b>Standards</b>                             | <p><b>W.3.K.b</b> Use a combination of drawing and writing to communicate a topic.</p> <p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p><b>SL.1.K.b</b> Ask and answer questions in order to seek help, gather information or clarify something that is not understood.</p>   |
| <b>Ongoing assessment</b>                    | As children write, circulate and ask them to tell their stories (not describe their drawings). Use their storytelling and drawing to assess the extent to which children include the stages of personal recount (orientation, sequence of events, conclusion) and take notes on the Personal Recount Observation Tool.   |

**Notes**

WEEK 6 Day 3

**Writing Personal Recount**  
Labeling

|  |  |
|--|--|
| <b>Content Objective</b>                             | I can tell, draw, and label a personal recount. (W.3.K.b)  |
| <b>Language Objective</b>                            | I can label my illustrations with sounds I know. (W.3.K.a, L.2.K.c)  |
| <b>Vocabulary</b>                                    | <b>personal recount:</b> a genre of writing whose purpose is to document a sequence of events and to entertain   |
| <b>Materials and Preparation</b>                     | <ul style="list-style-type: none"> <li>● jointly constructed Personal Recount Stages chart, from Week 5, Day 3</li> <li>● Personal Recount anchor chart, from Week 4, Day 3</li> <li>● drawing and writing books</li> <li>● drawing and writing tools in caddies</li> <li>● Personal Recount Observation Tools, from Week 4, Day 4</li> </ul> <p>NOTE: The concept of labeling was previously taught in Week 2 Day 5. This lesson is to be used as a review. This lesson can also be used as an extension beyond the initial sound, if the children (or small group of children) are ready.</p>  |
| <b>Opening</b><br>1 minute                           | <i>Today we will talk about drawing and labeling personal recounts, and you label your own personal recount.</i>   |
| <b>Joint Construction and Modeling</b><br>15 minutes | <p>Refer to the jointly constructed Personal Recount Stages chart.</p> <p><i>A lot happened in our personal recount, but we are going to start by drawing only one part on our chart. [Point to the blank section for illustration.] Let's think about which part to draw.</i></p> <p>Harvest the children's ideas. Decide as a class which part to draw and what to draw to represent that part of the story.</p> <p><i>For now I am just going to do a quick sketch.</i></p> <p>Model sketching the story.</p> <p><i>Later I can add more color and details to my sketch.</i></p> <p><i>There is something else I can add—labels! Labels give more information about what is in an illustration. We can use sounds and</i></p> |

|  |   |
|--|---|
|  | <p><i>words we already know to label parts of our illustration.</i></p> <p>Model labeling one part of the illustration using a previously-taught sound. For example,</p> <ul style="list-style-type: none"> <li>● identify a table in the illustration;</li> <li>● segment the first sound /t/;</li> <li>● ask children which letter makes the /t/ sound;</li> <li>● write (or have a child write) a <b>t</b> next to the table.</li> </ul> <p>Repeat the process with several other parts of the illustration.</p> <p>If the children are ready to begin stretching words, model using multiple letters. For example,</p> <ul style="list-style-type: none"> <li>● Identify a table in the illustration;</li> <li>● Segments the first sound /t/ followed by the /a/ /b/ /l/.</li> </ul> |
| <p><b>Individual Construction</b><br/>13 minutes</p> | <p><i>Now you are going to think about labels you can add to your own personal recounts. Sitting side by side with your partner, you will open your drawing and writing book. Retell your personal recount; then identify parts of your illustration you can label with sounds you know.</i></p> <p>Distribute drawing and writing books and guide children to sit and share in partners. When they finish their conversations, send them to label their drawings. As they write, circulate to support them with labeling their illustrations. Encourage them to label using sounds (and words, if applicable) that they know.</p>  |
| <p><b>Closing</b><br/>1 minute</p>                   | <p><i>Today you labeled your personal recounts! Tomorrow you will continue telling, drawing, and writing personal recounts.</i></p>   |
| <p><b>Standards</b></p>                              | <p><b>W.3.K.b</b> Use a combination of drawing and writing to communicate a topic.<br/> <b>W.3.K.a.</b> Print many upper- and lowercase letters.<br/> <b>L.2.K.c.</b> Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p>   |
| <p><b>Ongoing assessment</b></p>                     | <p>Reflect on children’s labeling.</p> <p>To what extent are children about to apply their knowledge of sound-letter correspondence to labeling?</p> <p>Who is not yet labeling?</p> <p>Who is labeling with single sounds? Do they label using beginning, ending, or medial sounds?</p> <p>Who is labeling with words? Are they writing previously-learned high-frequency words, sounding out words, or both?</p>  |

**Notes**

**WEEK 6 Days 4 & 5**

**Writing Personal Recount**  
Individual Construction

|                                  |   |               |             |  |  |                     |  |  |  |            |             |              |             |                            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|----------------------------------|---|---------------|-------------|--|--|---------------------|--|--|--|------------|-------------|--------------|-------------|----------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| <b>Content Objective</b>         | I can tell, draw, and label a personal recount. (W.3.K.b)   |               |             |  |  |                     |  |  |  |            |             |              |             |                            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Language Objectives</b>       | I can retell the stages of someone else’s personal recount. (SL.1.K.a)<br><br>I can label my illustrations with sounds I know. (W.3.K.a, L.2.K.c)   |               |             |  |  |                     |  |  |  |            |             |              |             |                            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Vocabulary</b>                | <b>personal recount:</b> a genre of writing whose purpose is to document a sequence of events and to entertain<br><b>orientation:</b> in a personal recount, the text that introduces the story<br><b>title:</b> the name of a piece of writing   |               |             |  |  |                     |  |  |  |            |             |              |             |                            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Materials and Preparation</b> | <ul style="list-style-type: none"> <li>● chart paper, 2 pieces, and marker</li> </ul> <p style="margin-left: 20px;">Prepare two more Personal Recount Stages charts, as follows.</p> <div style="border: 1px solid black; padding: 5px; margin-left: 20px; background-color: #f2f2f2;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="4" style="padding: 5px;"><b>Title:</b></td> </tr> <tr> <td colspan="4" style="padding: 5px;"><b>Orientation:</b></td> </tr> <tr> <td style="width: 25%; padding: 5px;"><b>Who</b></td> <td style="width: 25%; padding: 5px;"><b>When</b></td> <td style="width: 25%; padding: 5px;"><b>Where</b></td> <td style="width: 25%; padding: 5px;"><b>What</b></td> </tr> <tr> <td colspan="4" style="padding: 5px;"><b>Sequence of Events:</b></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> </div> | <b>Title:</b> |             |  |  | <b>Orientation:</b> |  |  |  | <b>Who</b> | <b>When</b> | <b>Where</b> | <b>What</b> | <b>Sequence of Events:</b> |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Title:</b>                    |   |               |             |  |  |                     |  |  |  |            |             |              |             |                            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Orientation:</b>              |   |               |             |  |  |                     |  |  |  |            |             |              |             |                            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Who</b>                       | <b>When</b>   | <b>Where</b>  | <b>What</b> |  |  |                     |  |  |  |            |             |              |             |                            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Sequence of Events:</b>       |   |               |             |  |  |                     |  |  |  |            |             |              |             |                            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                  |   |               |             |  |  |                     |  |  |  |            |             |              |             |                            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                  |   |               |             |  |  |                     |  |  |  |            |             |              |             |                            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                  |   |               |             |  |  |                     |  |  |  |            |             |              |             |                            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                  |   |               |             |  |  |                     |  |  |  |            |             |              |             |                            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |



|  |  |
|--|--|
|  | <div data-bbox="500 111 1360 357" style="border: 1px solid black; background-color: #e0e0e0; height: 117px; width: 530px;"></div> <div data-bbox="500 357 1360 424" style="border: 1px solid black; background-color: #e0e0e0; padding: 5px;"> <p><b>Conclusion:</b></p> </div> <ul style="list-style-type: none"> <li>● system for keeping track of work shared<br/>Choose one child who would like to share a personal recount, who has not yet shared his work.</li> <li>● drawing and writing books</li> <li>● drawing and writing tools in caddies</li> <li>● Personal Recount Observation Tools, from Week 4, Day 4</li> </ul>   |
| <p><b>Opening</b><br/>1 minute</p>                   | <p>On Day 4:<br/>Refer to the Personal Recount Stages chart.<br/><i>We used this kind of chart to plan our class personal recount, and we are going to use the same kind of chart to keep track of your personal recounts!</i></p> <p>On Day 5:<br/>Refer to the Personal Recount Stages chart.<br/><i>Today we will chart another personal recount!</i></p>   |
| <p><b>Individual Construction</b><br/>14 minutes</p> | <p>Call the child who is sharing to the front of the meeting area. Guide him to tell his personal recount, including all stages (orientation, sequence of events, and conclusion).<br/><i>Now we are going to chart _____'s personal recount. Think about the <b>orientation</b>—the beginning: who was in _____'s story?</i></p> <p>Have the presenter call on a classmate to answer. 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 “at night,” “the other day,” “when I was little,” 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>Repeat the process to record the Sequence of Events and Conclusion. Note that the blank space on the chart is for the author’s illustration and the Title line can be filled in after teaching about titles next week.</p> |
| <p><b>Individual Construction</b><br/>10 minutes</p> | <p>Have the presenter remain in the meeting area to illustrate his personal recount.</p>   |

|                             |   |
|-----------------------------|---|
|                             | For the rest of the class, follow established classroom routines for planning for and beginning writing and send the children to write. As they work, circulate to support them, focusing on the stages of personal recount and labeling illustrations with sounds and words.   |
| <b>Closing</b><br>5 minutes | <p>Display the presenter’s chart and call him to the front to briefly explain what he illustrated and why he chose to illustrate that part of the personal recount. Have the presenter identify what he labeled in his illustrations. If there are no labels, work together as a class to label several parts of the illustration.</p> <p>On Day 4:<br/><i>Tomorrow we will chart someone else’s personal recount, and you will all continue to tell, draw, and label your own personal recounts!</i></p> <p>On Day 5:<br/><i>Next we will learn about the titles of personal recounts!</i></p> |
| <b>Standards</b>            | <p><b>W.3.K.b</b> Use a combination of drawing and writing to communicate a topic.</p> <p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p><b>W.3.K.a</b> Print many upper- and lowercase letters.</p> <p><b>L.2.K.c</b> Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p>  |
| <b>Ongoing assessment</b>   | As children write, circulate and ask them to tell their stories (not describe their drawings). Use their storytelling and drawing to assess the extent to which children include the stages of personal recount (orientation, sequence of events, conclusion) and take notes on the Personal Recount Observation Tool.  |

**Notes**

WEEK 6

Shared Reading

| <p style="text-align: center;"><b>“Five Green Apples”</b></p> <p style="text-align: center;"><a href="#">listen here</a> to the Ella Jenkins version</p> <p style="text-align: center;">Note: The Week 3 Shared Reading poem “My Name” is also reviewed in Session 3.</p>                        |   |
|--|---|
| <p><b>Standards:</b><br/>                     R.1.K.a<br/>                     R.1.K.c<br/>                     R.1.K.d<br/>                     R.2.K.a<br/>                     R.2.K.b<br/>                     R.3.K.a<br/>                     R.3.K.b<br/>                     R.3.K.c</p> | <p>Farmer Gladys had 5 green apples hanging in a tree,<br/>                     Farmer Gladys had 5 green apples hanging in a tree,<br/>                     Then she grabbed one apple and she gulped it hungrily!<br/>                     Leaving 4 green apples hanging on a tree.</p> <p style="text-align: center;">-</p> <p style="text-align: center;"><i>Continue down to 0, change name to children in the class.</i></p>   |
| <p><b>Session 1</b></p>  | <p><b>Opening:</b><br/> <i>The title of the song is “Five Green Apples.” Based on the title, what do you think this song is about? What do you know about how apples grow?</i></p> <p><b>Fluency:</b><br/>                     Model expressive signing by singing the song (down to 0) in its entirety. Encourage children to chime in since the verses repeat. Use fingers to represent the changing number of apples.</p> <p><b>Meaning Making:</b><br/> <i>What does it mean to gulp?</i><br/>                     Invite children to make a gulping sound.</p> <p><b>Print Concepts (spaces):</b><br/> <i>A white space goes in between words. It lets the reader know a word has ended and a new one will start. We can find spaces in between words, here is one [point to a space].</i><br/>                     Invite children up to point to spaces.</p> |

**“Five Green Apples”**

[listen here](#) to the Ella Jenkins version

Note: The Week 3 Shared Reading poem “My Name” is also reviewed in Session 3.

**Standards:**

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

Farmer Gladys had 5 green apples hanging in a tree,  
Farmer Gladys had 5 green apples hanging in a tree,  
Then she grabbed one apple and she gulped it hungrily!  
Leaving 4 green apples hanging on a tree.

Farmer Gladys had 4 green apples hanging in a tree,  
Farmer Gladys had 4 green apples hanging in a tree,  
Then she grabbed one apple and she gulped it hungrily!  
Leaving 3 green apples hanging on a tree.

*Continue down to 0, change name to children in the class.*

**Session 2**

Phonological Awareness:

Cover the song so that children do not see the print. Say the word “gulped.” *Which sound do you hear at the beginning of that word? Which letter would you expect to see at the beginning?* Repeat the same exercise with the words “apple”, “green”, and “grabbed.” Review the letter-sound cards for A and G.

Fluency:

Echo read the first stanza line by line and then invite children to chime in chorally. Use children’ names instead of “Gladys” and invite that child to stand up and gesture to pick and eat an apple.

Print Concepts (spaces):

*We’re going to play a tapping game. When you come up, I will tell you to either tap a word or tap a space.*

Invite one child at a time to play. (This can be fun with a fly swatter!)

Print Concepts and Phonics (identify and say letter sounds)

*Now we’ll play tap a letter!* Invite children to tap on the letters Gg and Aa and produce the sound of the letter and then the word it appears in.

**“Five Green Apples”**

[listen here](#) to the Ella Jenkins version

Note: The Week 3 Shared Reading poem "My Name" is also reviewed in Session 3.

**Standards:**

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

Farmer Gladys had 5 green apples hanging in a tree,  
Farmer Gladys had 5 green apples hanging in a tree,  
Then she grabbed one apple and she gulped it hungrily!  
Leaving 4 green apples hanging on a tree.

Farmer Gladys had 4 green apples hanging in a tree,  
Farmer Gladys had 4 green apples hanging in a tree,  
Then she grabbed one apple and she gulped it hungrily!  
Leaving 3 green apples hanging on a tree.

—  
*Continue down to 0, change name to children in the class.*

**Session 3**

**Fluency:**

Invite children to chorally sing and act out the song with different children playing the role of the farmer.

**Phonological Awareness:**

*Some words have end parts that sound alike, they rhyme. Poets and songwriters use rhyming a lot. What words rhyme in this song?*

Use a physical movement as you say each word (tree, hungrily) to reinforce that these words sound alike at the end [i.e. fist to spread fingers].

*What words can you think of that rhyme with "tree?"*

**Word Recognition (high frequency words):**

*In this song there is a word we call a high frequency word- that means that authors use the word A LOT, so it's an important word to recognize. The word is "a," which is also a letter name! Readers use letters and sounds to sound out words, but they also recognize some whole words quickly. Display the poem "My Name" and invite children to chorally read and review the poem. There are two other high frequency words in this poem that we're going to practice: "I" and "am." Both "I" and "a" are letters and words. "Am" is something called a glued sound; the /a/ gets glued to the /m/ to make the sound /am/.*

Show the 3 words on index cards and practice them.

|                   |  |
|-------------------|--|
| <b>Extensions</b> | <p>Word practice:<br/>Write one line of the song and cut it out, including cutting out white spaces. Give a word or white space to each child. Play a game and tell children to do an action if they have a word or space. Eg. "If you have a space, do a jumping jack. If you have a word, spin around."</p> <p>Letter practice:<br/>Pass out Cc, Oo, Aa or Gg written on index cards. Invite children to high five someone with the same letter. Ask children to think of words that start with the letter they have.</p> <p>High frequency words:<br/>Write "I," "am," and "a" on index cards for children to practice reading.</p> |
|-------------------|--|

# Five Green Apples

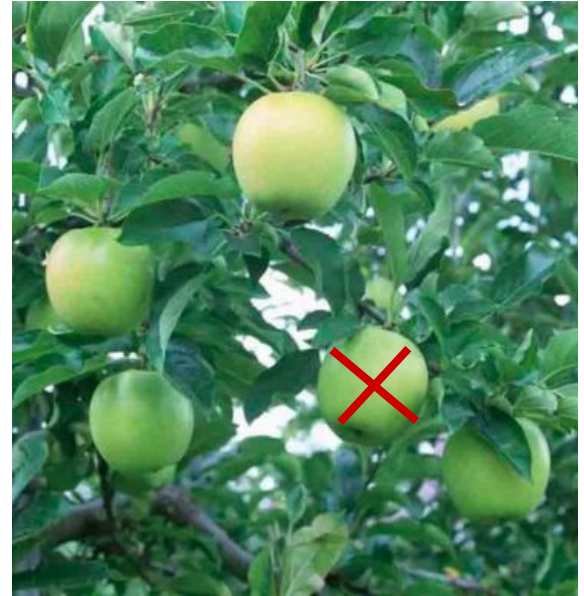


Farmer Gladys had 5 green apples  
hanging on a tree,

Farmer Gladys had 5 green apples  
hanging on a tree.

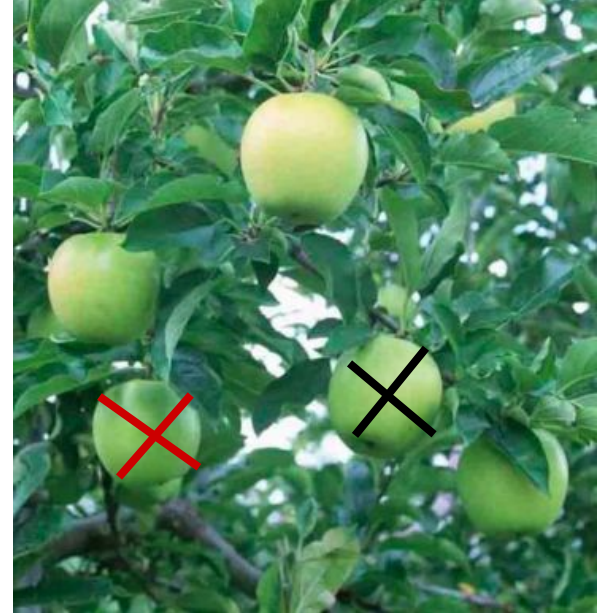
Then she grabbed one apple  
and she gulped it hungrily!

Leaving 4 green apples  
hanging on a tree.





Farmer \_\_\_\_\_ had 4 green apples  
hanging on a tree,  
Farmer \_\_\_\_\_ had 4 green apples  
hanging on a tree,  
Then s/he grabbed one apple  
and s/he gulped it hungrily!  
Leaving 3 green apples  
hanging on a tree.

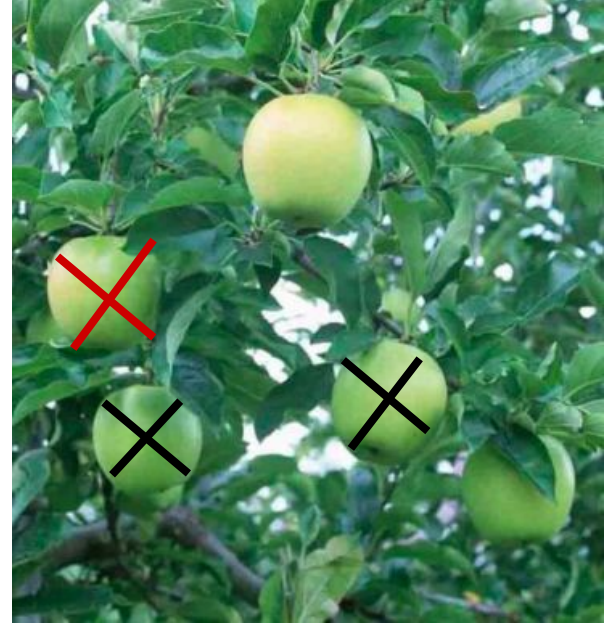


Farmer \_\_\_\_\_ had 3 green apples  
hanging on a tree,

Farmer \_\_\_\_\_ had 3 green apples  
hanging on a tree,

Then s/he grabbed one apple  
and s/he gulped it hungrily!

Leaving 2 green apples  
hanging on a tree.

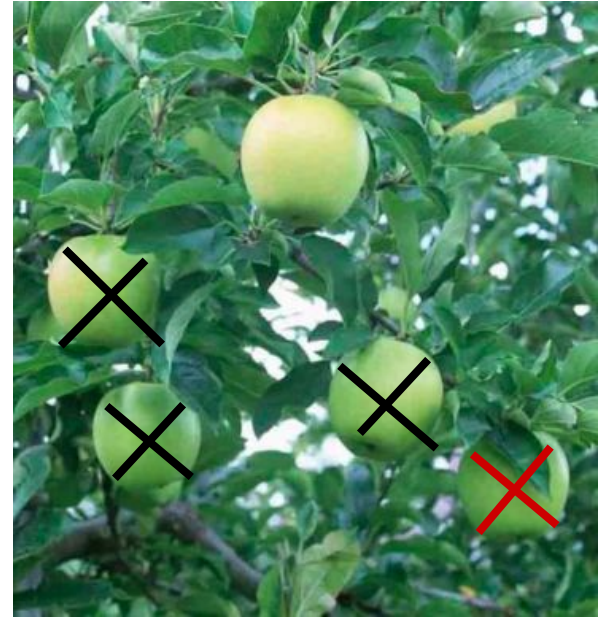


Farmer \_\_\_\_\_ had 2 green apples  
hanging on a tree,

Farmer \_\_\_\_\_ had 2 green apples  
hanging on a tree,

Then s/he grabbed one apple  
and s/he gulped it hungrily!

Leaving 1 green apple  
hanging on a tree.

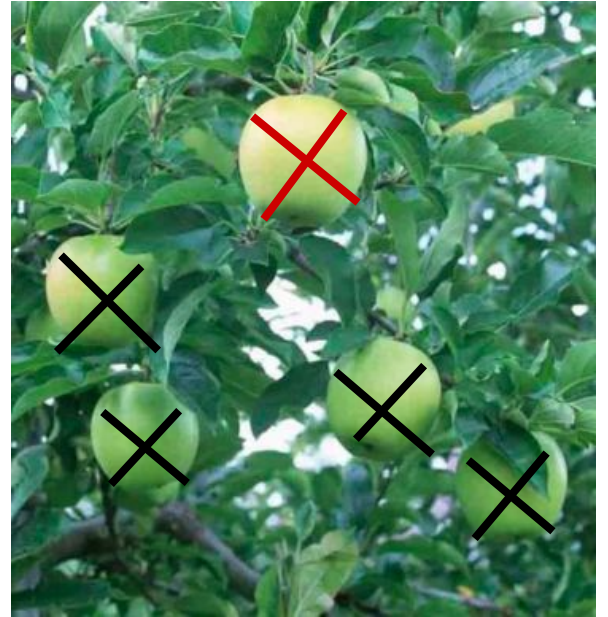


Farmer \_\_\_\_\_ had 1 green apple  
hanging on a tree,

Farmer \_\_\_\_\_ had 1 green apple  
hanging on a tree,

Then s/he grabbed that apple  
and s/he gulped it hungrily!

Leaving no green apples  
hanging on a tree!



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

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

## Five Green Apples

Farmer Gladys had 5 green apples  
hanging in a tree,

Farmer Gladys had 5 green apples  
hanging in a tree.

Then she grabbed one apple  
and she gulped it hungrily!

Leaving 4 green apples  
hanging on a tree.

## WEEK 6

## Stations

### End of Unit Assessment

#### Materials and Preparation

- End of Unit Assessment slide
- projector and screen
- End of Unit Assessment sheet, one copy for each child
- End of Unit Assessment Image, one copy for each pair of children
- End of Unit Assessment Rubric

In advance of the week, plan a schedule for each small group to complete the assessment.

Rather than facilitate strategic small group instruction, teachers administer the End of Unit Assessment in small groups, with some children continuing work at the Writing Station. Children will benefit from various levels of prompting and support as they respond to the assessment prompt: some will work with a teacher from start to finish and provide a mostly oral response; others children will be launched by the teacher and then continue independently at the Writing Station. Children will have had an opportunity to think together about the assessment text and its big ideas during the previous week's Read Aloud; during the assessment, they pull from that discussion as they think, draw, and write independently to demonstrate their understanding. In Unit 1, teachers rely primarily on oral responses to assess children's understanding.

In small groups, show the image on the slide and on paper, and read the prompt aloud.

*How do Unhei's classmates act like caring members of a community?*

*Turn and talk with a partner.*

As children are responding to the prompt, listen to and record their responses.

Refer to the assessment sheet.

*You can continue to talk, and also draw and write to show your thinking.*

Distribute copies of the image and the assessment sheet. As children begin drawing (and possibly writing), continue to collect oral responses from children who benefit from a one-to-one conversation to best demonstrate their understanding. Invite them to access relevant resources posted in the classroom. Release children to the Writing Station to continue working on the assessment independently, as they are ready.

See reverse for Stations overview page.

| Station                                  | Activities  | Materials<br>Add writing and drawing tools at each station.   |
|--|---|---|
| <b>Strategic Small Group Instruction</b> | Administer the End of Unit Assessment (see process on previous page). |   |
| <b>Reading</b>                           | Independent and Partner Reading                                       | <ul style="list-style-type: none"> <li>● collection of high-interest picture books</li> </ul>   |
| <b>Pocket Chart</b>                      | “Riding in My Car”  | <ul style="list-style-type: none"> <li>● “Riding in My Car” written out on sentence strips</li> <li>● pocket chart to accommodate sentence strips</li> <li>● “Riding in My Car” on chart, from Week 5</li> <li>● “Riding in My Car” child copy, one for each child</li> <li>● pointer</li> <li>● drawing tools, optional</li> </ul> |
| <b>Listening &amp; Speaking</b>          | Talk Time   | <ul style="list-style-type: none"> <li>● Week 6 Talk Time image (adult and child)</li> <li>● prompt, cut apart (Who is helping in this image? How can you tell?)</li> <li>● 1-minute sand timers, optional</li> </ul>   |
|  | Listen and Respond  | <ul style="list-style-type: none"> <li>● technology for listening to recorded text</li> <li>● <i>Big Al and Shrimpy</i> recording</li> <li>● <i>Big Al and Shrimpy</i>, Andrew Clements</li> <li>● conversation prompts, cut apart</li> <li>● headphones (optional)</li> </ul>  |
| <b>Writing</b>                           | End of Unit Assessment  | <ul style="list-style-type: none"> <li>● assessment image, 1 for each pair</li> <li>● assessment sheet, 1 for each child</li> <li>● writing and drawing tools</li> <li>● assessment slides</li> <li>● assessment rubric</li> </ul>  |
| <b>Word Work</b>                         | Sorting Beginning Sounds and Letters 3 ( <b>a, c, g, o</b> )          | <ul style="list-style-type: none"> <li>● Sorting Sheets, 5 copies</li> <li>● Letter Cards, 5 sets, cut apart</li> <li>● Picture Cards, 5 sets, cut apart</li> <li>● envelopes, one for each set of cards</li> </ul>   |
|  | Letter/Sound Hunt ( <b>b, c, f, g, m, n, t</b> )                      | <ul style="list-style-type: none"> <li>● letter cards, copied onto stiff paper and cut apart (or magnetic letters: <b>b, c, f, g, m, n, t</b>, upper and lower case)</li> <li>● recording sheet, 1 for each child</li> <li>● basket</li> <li>● drawing and writing tools</li> </ul>   |

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.



**Talk Time Week 6**



<https://nortonchildrens.com/news/preschool-age-child-behavior-without-spanking/>

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<https://nortonchildrens.com/news/preschool-age-child-behavior-without-spanking/>

**Listening & Speaking Station: Talk Time U1 W6**

**Focus on K2 | Boston Public Schools Early Childhood Department P-2**

Who is helping in this picture?  
How can you tell?

---

Who is helping in this picture?  
How can you tell?

---

Who is helping in this picture?  
How can you tell?

---

Who is helping in this picture?  
How can you tell?

---

# Talk Time

Unit 1, Week 6



***Big Al and Shrimpy***

Why was it important for all of the fish to work together to help Big Al?

---

***Big Al and Shrimpy***

Why was it important for all of the fish to work together to help Big Al?

---

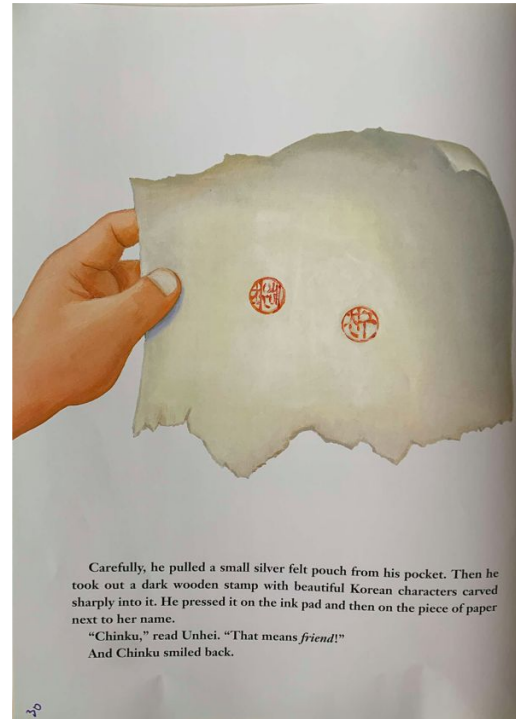
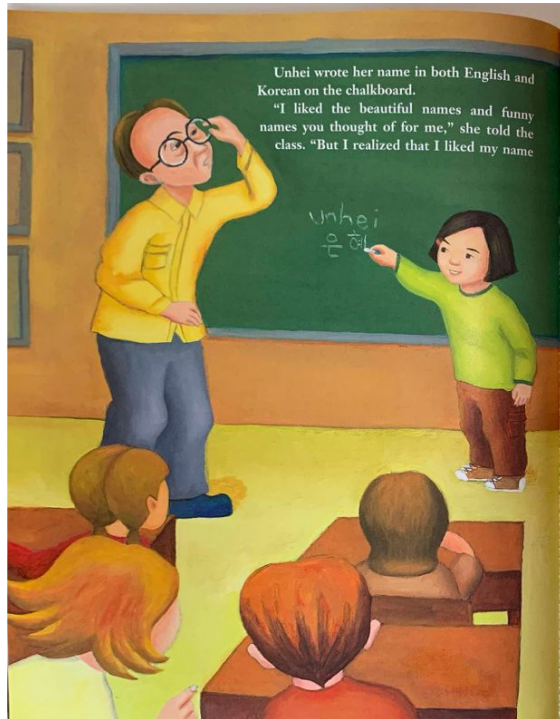
***Big Al and Shrimpy***

Why was it important for all of the fish to work together to help Big Al?

# End of Unit Assessment

Unit 1





How do Unhei's classmates act like caring members of a community?

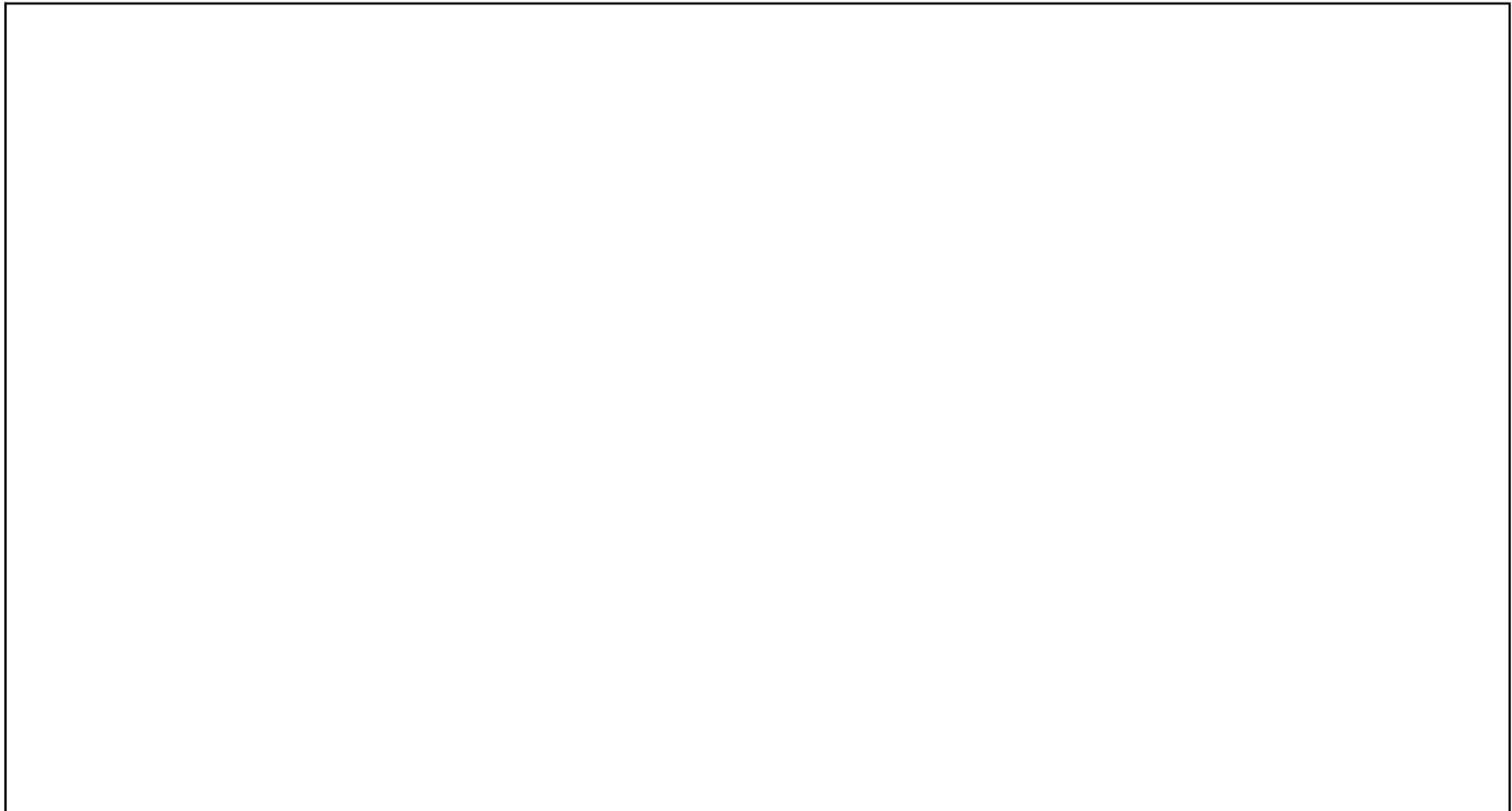


Name: \_\_\_\_\_

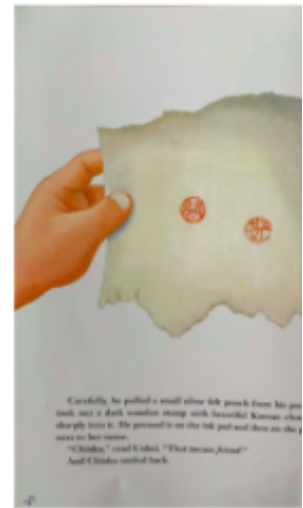
Date: \_\_\_\_\_

**How do Unhei's classmates act like caring members of a community?**

Talk, and then draw and write to show your thinking.

A large, empty rectangular box with a thin black border, intended for the student to draw and write their response to the prompt.

End of Unit Assessment: Unit 1 Prompt



End of Unit Assessment: Unit 1 Prompt

## End of Unit Assessment Rubric

### Unit 1 Prompt

How do Unhei’s classmates act like caring members of a community?

Talk, draw, and write to show your thinking.

### Relevant Unit 1 Big Ideas

- Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.
- A strong, interdependent community has qualities such as:
  - common values, expectations, norms, and organizational systems,
  - shared responsibility, collaboration and support for each other,
  - respect and appreciation for similarities and differences, and
  - collaboration in identifying and solving problems.

| 1 = Shows little evidence of meeting the standard; 2 = Shows some evidence of meeting the standard; 3 = Meets the standard |  |   |  |
|--|--|---|--|
|  | 1  | 2   | 3  |
| Retells the story’s key details in response to the prompt.<br>(R.4.K, R.5.K.a, R.5.K.b)                                    | With significant prompting and support, begins to retell the story but response veers from the prompt. | With prompting and support, begins to retell some of the story in response to the prompt.       | With prompting and support, retells the story’s key details in response to the prompt.                       |
| Demonstrates conceptual understanding and knowledge about the topic<br>(Civics and Government 3)                           | Does not align response to unit big ideas.   | Response aligns somewhat to unit big ideas.   | Demonstrates conceptual understanding and knowledge about the unit’s big ideas.                              |
| Clearly and effectively communicates understanding of the text.<br>(SL.2.K.a, W.3.K.b)                                     | Communicates minimal understanding of the text and does not provide a clear explanation of its ideas.  | Communicates some understanding of the text and provides an explanation of some relevant ideas. | Clearly and effectively communicates understanding of the text and provides an explanation of its key ideas. |

Stations: End of Unit Assessment Rubric U1 W6

**Note:** Children are not expected to provide a detailed representational drawing or writing in response to this Unit 1 prompt. Children’s responses should be collected orally in small groups, and then children can expand on their ideas and provide additional detail with drawing. If the response includes labeling and/or writing, use the following rubric to score Conventions.

| 1 = Shows little evidence of meeting the standard; 2 = Shows some evidence of meeting the standard; 3 = Meets the standard; 4 = Exceeds the standard |  |   |  |   |
|--|--|---|--|---|
| Conventions  | 1  | 2   | 3  | 4   |
| <b>Capitalization</b><br>W.3.K.a<br>L.2.K.a  | Minimal or incorrect use of upper case letters (as the first word in a sentence and the pronoun <i>I</i> ).                  | Inconsistently capitalizes the first word in a sentence and the pronoun <i>I</i> .  | Most of the time capitalizes the first word in a sentence and the pronoun <i>I</i> .   | Capitalizes the first word in a sentence and the pronoun <i>I</i> .   |
| <b>Punctuation</b><br>L.2.K.b  | Does not experiment with punctuation.  | Experiments with end punctuation, but symbols may be inaccurate (question mark inverted or uses other symbols).                 | Experiments with punctuation but may have some inaccuracies (question mark where there should be a period).  | Correctly uses end punctuation.   |
| <b>Spelling</b><br>L.2.K.c<br>L.2.K.d  | Attempts representing sounds with letters, but does not write a letter or letters for most consonant and short-vowel sounds. | Writes a letter or letters for most consonant and short-vowel sounds, but not all words are represented by a letter or letters. | Writes a letter or letters for most consonant and short-vowel sounds (phonemes).<br><br>Spells some simple words phonetically, drawing on knowledge of sound-letter relationships. | Spells simple words phonetically, drawing on knowledge of sound-letter relationships.<br><br>Utilizes a word wall to spell learned words. |

Stations: End of Unit Assessment Rubric U1 W6

**Sorting Beginning Sounds and Letters (a, c, g, o)**

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

|   |   |   |   |
|---|---|---|---|
| a | c | g | o |
| A | C | G | O |

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



Word Work Station U1 W6

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



Word Work Station U1 W6

**Sorting Beginning Sounds and Letters (c, g, a, o)**

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

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



**Sorting Beginning Sounds and Letters (a, c, g, o)**

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

|   |   |   |   |
|---|---|---|---|
| a | c | g | o |
| A | C | G | O |

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



Word Work Station U1 W6

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



Word Work Station U1 W6

Letter/Sound Hunt Letter Cards (**b, c, f, g, m, n, t**)

|   |   |   |   |
|---|---|---|---|
| G | C | B | F |
| g | c | b | f |
| M | N | T |   |
| m | n | t |   |

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

## Letter/Sound Hunt

I am looking for things that begin with the sound of the letter \_\_\_\_\_. This is what I found!

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

Fundations Unit 1, Week 5: RF.K.1, RF.K.3, RF.K.4

Word Work Station U1 W6

I am looking for things that begin with the sound of the letter \_\_\_\_\_. This is what I found!

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

Fundations Unit 1, Week 5: RF.K.1, RF.K.3, RF.K.4

Word Work Station U1 W6