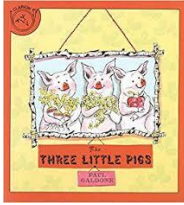


Unit 3: Construction

WEEK 1 At a Glance

Texts



Read Aloud

Day 1: *The Three Little Pigs*, Read 1

Day 2: *The Three Little Pigs*, Read 2

Day 3: *The Three Little Pigs*, Read 3

Day 4: *The Three Little Pigs*, Read 4

Day 5: *The Three Little Pigs*, Read 5

Centers

Art Studio Table: Clay (Days 4-5)

Art Studio Easel: Inspired by Boston with Paint (Days 3 -5)

Blocks: Inspired by Boston (Days 2-5)

Dramatization: Acting The Three Little Pigs (Days 3-5)

Library & Listening: Book inventory (Days 4-5)

Discovery Table: Constructing with Sand (Days 2-5)

STEM: Size and Stability (Days 1-5)

Writing & Drawing: Construction Drawings (Days 2-5)

Writing: Fictional Narrative

purpose, character development, internal/external attributes

Phonics: Follow Guide

Stations

Strategic Small Group Instruction

Reading: Independent and Partner Reading

Pocket Chart: "Over in the Meadow"

Listening & Speaking: Talk Time; Listen & Respond (*The Three Little Pigs*)

Writing: Wolves True/Not True

Word Work: BINGO, Say it, Tap it, Build it, Read it, Word Hunt

Shared Reading: "Popsicles Sticks and Glue"

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

Math: Follow Guide

At a Glance U3 W1



bundle

<https://artdotearth.org/peter-ward/>



load

<https://sandartsupplies.com/shipping/>



straw

<https://www.amazon.com/Cubic-Natural-Organic-Wheat-Straw/dp/B0055UGKHM>



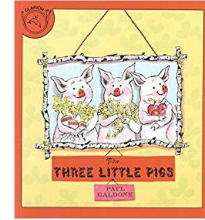
cover

<https://www.usapan.com/8-qt-stock-pot-with-cover-1520cw>



brick

<https://www.homedepot.com/p/4-in-x-2-in-x-8-in-Red-Concrete-Brick-100003009/100321940>



WEEK 1 Day 1

Read Aloud
The Three Little Pigs
 Read 1 of 4, Pages 1-19

Big Ideas	<p>People’s perspectives depend on culture, history, location, age, and personal views or ideas. All perspectives are valid. Stories help us experience different perspectives.</p> <p>People use tools and materials for specific purposes.</p>
Unit Question	What processes help people construct structures, ideas, and works of art?
Guiding Questions	How do people use different tools and materials for different purposes?
Content Objectives	<p>I can use the illustrations and text to describe the characters, settings, and major events in <i>The Three Little Pigs</i>. (RL.K.3)</p> <p>I can retell the key events in <i>The Three Little Pigs</i>. (RL.K.2)</p>
Language Objectives	<p>I can answer questions about key details from the story in a group discussion. (SL.K.2)</p> <p>I can categorize a group of words as types of materials. (L.K.5a)</p>
Vocabulary	<p>bundle: a group of things, all tied together</p> <p>load: a heavy thing that is carried</p> <p>straw: a long, hard, dried piece of grass</p> <p>brick: a rectangular-shaped material for building</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>The Three Little Pigs</i>, Paul Galdone Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the page that begins “Once upon a time...” ● <i>The Three Little Pigs</i> vocabulary cards ● Sentence Frames for Discussion Chart from Unit 2 Week 3

- Chart paper and marker
Prepare the following Story Elements chart (complete italicized responses with children at the end of the read)

Story Elements	
<i>The Three Little Pigs, Paul Galdone</i>	
Orientation:	
Characters <i>the three little pigs</i> <i>the wolf</i>	Setting <i>country</i> <i>the straw house</i> <i>the stick house</i> <i>the brick house</i>
Sequence of Events:	
Problem <i>The wolf wants to eat all three little pigs.</i>	Resolution

Opening
1 minute

Introduce the text and set a purpose.

Today we are starting a new unit: Construction! To construct means to create and build. Over the course of our unit we'll grow our understanding of this word together.

To begin, we will read a fairytale called The Three Little Pigs. A fairytale is a type of folktale. It's a story that has been told for generations and generations. The original version of the tale comes from England over two hundred years ago. Paul Galdone is both the author and illustrator of this version of The Three Little Pigs.

As we read today we will pay close attention to find out who the characters are, the setting- where the story takes place, and what the problem in the story is.

Refer to story elements chart.

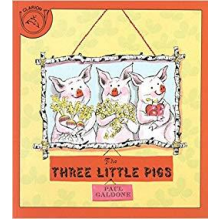
We'll read half of the story today and then retell it with our partner.

<p>Text and Discussion 10 minutes</p> <p>page 1</p>	<p><i>The author uses a phrase to start the story that gives us a clue it's a fairytale. What's that phrase?</i></p> <p>Harvest ideas and allow children to chime in.</p>
<p>page 2</p>	<p>Bundle means a group of things, all tied together. Here Paul Galdone drew a bunch of straw, or dried up grass, all tied together. That is a bundle of straw.</p>
<p>page 5</p>	<p><i>We've met a new character. Who are the important characters in our story so far?</i></p> <p>Invite children to chime in. Begin to complete the story elements chart.</p>
<p>page 9</p>	<p><i>A stick is a small part of a tree.</i></p> <p><i>In this text we see that the pigs buy whatever materials they come across. In real life, we know that people select materials for building after thinking very carefully about their environment and the purpose of their structure. We will continue to learn about how people choose materials for building throughout our unit.</i></p>
<p>page 15</p>	<p><i>This is a brick [point to picture]. A brick is very strong and heavy, and it's usually made of clay.</i></p> <p>Invite children to categorize vocabulary.</p> <p><i>So far we've been introduced to three important words for our new unit of study: straw, sticks and brick. What do these three words have in common?</i></p> <p>Harvest ideas and prompt as needed to support the idea that all are materials used for building, and all come from natural resources.</p>
<p>page 19</p>	<p><i>Something different happened here! Why do you think the straw house and the stick house fell, but not the brick house?</i></p> <p>Harvest ideas and facilitate a brief discussion about the properties of various materials and how the materials are used. Clarify for children that straw can be a very strong material if used in certain ways.</p> <p><i>Later this week we will have an opportunity to look at some real buildings made of straw!</i></p> <p><i>We will stop here today.</i></p>
<p>Key Discussion and Activity 8 minutes</p>	<p>Invite children to Think, Pair, Share to retell key events:</p> <p><i>What happened in our story so far? Don't forget, you can use words like "first," "next," and "then" when you retell the story.</i></p> <p>Circulate with the text. Prompt children as needed to reference illustrations</p>

	<p>After the share, invite children to make predictions. <i>What do you think will happen next, since the wolf could not blow down the brick house?</i></p> <p>Gather children back in a whole group to chart the story elements: <i>When you all were retelling, I also heard you talk about the characters, the setting, and the problem. Let's put those story elements on our chart.</i></p> <p>Invite children to share what should be charted for the characters, setting and problem of the story. Synthesize children's ideas by modeling writing each element.</p>						
Closing	<p><i>Tomorrow we will read to the end of the story and find out how the problem is solved!</i></p>						
Standards	<p>R.6.K.a With prompting and support, identify characters settings and major events in a story</p> <p>R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when, where and how.</p> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</p> <p>SL.2.K.a Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>L.5.K.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>						
Ongoing assessment	<p>Listen to children's responses during the whole group share and turn and talk.</p> <p>Do children identify the characters, setting, and problem in the story?</p> <p>Do children retell the story in sequence?</p> <p>Do children categorize the key vocabulary as building materials?</p>						
Center Activities	<table border="1"> <tr> <td data-bbox="451 1619 678 1688">Art Table</td> <td data-bbox="678 1619 1406 1688">Children begin to explore clay.</td> </tr> <tr> <td data-bbox="451 1688 678 1757">Art Easel</td> <td data-bbox="678 1688 1406 1757">Children paint, inspired by our town.</td> </tr> <tr> <td data-bbox="451 1757 678 1818">Blocks</td> <td data-bbox="678 1757 1406 1818">Children build inspired by our town.</td> </tr> </table>	Art Table	Children begin to explore clay.	Art Easel	Children paint, inspired by our town.	Blocks	Children build inspired by our town.
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Blocks	Children build inspired by our town.						

	Dramatization	Children act out <i>The Three Little Pigs</i> .
	Library & Listening	Children create a book inventory
	Discovery Table	Children construct with sand.
	Science & Engineering	Children observe wood.
	Writing & Drawing	Children create construction drawings.

Notes



WEEK 1 Day 2

Read Aloud
The Three Little Pigs
 Read 2 of 4, Pages 21-37

Big Ideas	<p>People’s perspectives depend on culture, history, location, age, and personal views or ideas. All perspectives are valid. Stories help us experience different perspectives.</p> <p>People use tools and materials for specific purposes.</p>
Unit Question	What processes help people construct structures, ideas, and works of art?
Guiding Questions	How do people use different tools and materials for different purposes?
Content Objectives	<p>I can identify the characters, setting, and key events of the story, including the story’s solution. (RL.K.3)</p> <p>I can retell the key events in <i>The Three Little Pigs</i>. (RL.K.2)</p>
Language Objective	I can answer questions about key details from the story in a group discussion. (SL.K.2)
Vocabulary	<p>bundle: a group of things, all tied together</p> <p>load: a heavy thing that is carried</p> <p>straw: a long, hard, dried piece of grass</p> <p>brick: a rectangular-shaped material for building</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>The Three Little Pigs</i>, Paul Galdone ● <i>The Three Little Pigs</i> vocabulary cards ● <i>The Three Little Pigs</i> Story Elements chart, from Day 1 <p>Add onto the Story Elements chart (complete italicized responses with children at the end of the read).</p>

	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" style="text-align: center; padding: 5px;">Story Elements</th> </tr> <tr> <td colspan="2" style="text-align: center; padding: 5px;"><i>The Three Little Pigs, Paul Galdone</i></td> </tr> <tr> <td colspan="2" style="padding: 5px;">Orientation:</td> </tr> <tr> <td style="width: 50%; padding: 5px; vertical-align: top;"> Characters <i>the three little pigs</i> <i>the wolf</i> </td> <td style="width: 50%; padding: 5px; vertical-align: top;"> Setting <i>country</i> <i>the straw house</i> <i>the stick house</i> <i>the brick house</i> </td> </tr> <tr> <td colspan="2" style="padding: 5px;">Sequence of Events:</td> </tr> <tr> <td style="padding: 5px; vertical-align: top;"> Problem <i>The wolf wants to eat all three little pigs.</i> </td> <td style="padding: 5px; vertical-align: top;"> Resolution <i>The little pig put a pot of boiling water under the fireplace and ate the wolf for supper.</i> </td> </tr> </table>	Story Elements		<i>The Three Little Pigs, Paul Galdone</i>		Orientation:		Characters <i>the three little pigs</i> <i>the wolf</i>	Setting <i>country</i> <i>the straw house</i> <i>the stick house</i> <i>the brick house</i>	Sequence of Events:		Problem <i>The wolf wants to eat all three little pigs.</i>	Resolution <i>The little pig put a pot of boiling water under the fireplace and ate the wolf for supper.</i>
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Problem <i>The wolf wants to eat all three little pigs.</i>	Resolution <i>The little pig put a pot of boiling water under the fireplace and ate the wolf for supper.</i>												
<p>Opening 1 minute</p>	<p>Re-introduce the text. <i>Yesterday we read the beginning of The Three Little Pigs. We met the three little pigs and the wolf yesterday. The three little pigs each built a different house, a house made of straw, stick, and bricks. Remember, we charted that the problem was that the wolf wanted to eat all three little pigs!</i></p> <p>Set a purpose. <i>Today we will finish reading the story. As we read today, let's pay close attention to how the problem is resolved. We will retell the story to a partner at the end of today's lesson.</i></p>												
<p>Text and Discussion 12 minutes</p> <p>page 19</p>	<p>Reread page 19 for review.</p>												
<p>page 21</p>	<p><i>What do you predict will happen? Do you think the little pig will go and meet the wolf in the field of turnips? Why or why not?</i> Harvest ideas and prompt as needed by rereading key details.</p>												
<p>page 32</p>	<p><i>How did the pig escape the wolf this time?</i></p>												

	<p>Invite a few children to retell in order to clarify and confirm comprehension.</p> <p><i>This wolf is not giving up! He really wants to eat the last little pig! The little pig has escaped from him so many times. The wolf must be feeling so frustrated!</i></p>		
<p>Key Discussion and Activity 6 minutes</p>	<p>Invite children to Think, Pair, Share. Prompt 1: <i>What key events happened in the middle and at the end of the story? Don't forget, you can use words like "first," "next," and "then" when you retell the story.</i></p> <p>Prompt 2: <i>How did the third little pig solve the problem in the end?</i> Circulate with the text. Prompt children as needed to reference illustrations.</p> <p>Use modeled writing to complete the "Resolution" part of the chart. [The little pig put a pot of boiling water underneath the fireplace so the wolf fell into the pot when he climbed down the chimney. The little pig boiled the wolf and ate him for supper!]</p>		
<p>Closing</p>	<p><i>Tomorrow we'll read this story again and think more about the characters.</i></p>		
<p>Standards</p>	<p>R.6.K.a With prompting and support, identify characters settings and major events in a story. R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how R.5.K.b Retell key details of text with prompting and support, including the main topic. SL.2.K.a Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>		
<p>Ongoing assessment</p>	<p>Listen to children's responses during the whole group share, Turn and Talk, and Think, Pair, Share.</p> <p>Do children identify the characters, setting, problem, and solution in the story? Do children retell the full story in sequence? Do children use key details to answer questions about the text?</p>		
<p>Center Activities</p>	<table border="1" style="width: 100%;"> <tr> <td style="width: 30%;">Art Table</td> <td>Children begin to explore clay.</td> </tr> </table>	Art Table	Children begin to explore clay.
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	Art Easel	Children paint, inspired by our Town.
	Blocks	Children build, inspired by our Town..
	Dramatization	Children act out <i>The Three Little Pigs</i> .
	Library & Listening	Children create a book inventory.
	Discovery Table	Children construct with sand.
	Writing & Drawing	Children create construction drawings.

Notes



Read Aloud
The Three Little Pigs
 Read 3 of 4

Big Ideas	<p>People’s perspectives depend on culture, history, location, age, and personal views or ideas. All perspectives are valid. Stories help us experience different perspectives.</p> <p>People use tools and materials for specific purposes.</p>
Unit Question	What processes help people construct structures, ideas, and works of art?
Guiding Questions	How do people use different tools and materials for different purposes?
Content Objectives	<p>I can recognize characteristics of repetition in the story while acting out the story. (RL.K.5)</p> <p>I can compare characters from fairytales by using key details from the texts. (RL.K.9)</p>
Language Objectives	I can speak audibly and clearly during story acting. (SL.K.6)
Vocabulary	<p>bundle: a group of things, all tied together</p> <p>load: a heavy thing that is carried</p> <p>straw: a long, hard, dried piece of grass</p> <p>brick: a rectangular-shaped material for building</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>The Three Little Pigs</i>, Paul Galdone ● <i>Lon Po Po</i>, by Ed Young (from Unit 2) ● Story Elements chart, from Day 1

	<p>On the whiteboard, write: How is the third little pig similar to Shang from the story Lon Po Po?</p>
<p>Opening 1 minute</p>	<p>Review the text and set a purpose. <i>We've been reading The Three Little Pigs this week. Today, we will act out the story as we read! The storyteller and author, Paul Galdone, did something that will help us act out what the wolf and the pigs say—he used some of the same phrases over and over. We call that repetition. Every time the wolf comes to a house, what does he say?</i></p> <p>Invite children to chime in. <i>That's right! He says, "Little Pig, Little Pig, let me come in!" When we start acting out we will find more examples of repetition.</i></p> <p><i>After we act out the story we'll discuss the question on the whiteboard: How is the third little pig similar to Shang from the story Lon Po Po?</i></p>
<p>Text and Discussion 12 minutes</p> <p>page 1</p>	<p>Gather children in a circle to dramatize <i>The Three Little Pigs</i>. As in Storytelling and Story Acting, invite children on stage to dramatize while reading the story.</p>
<p>page 5</p>	<p>Encourage children to chime in with the wolf to identify repetition in the story: <i>Here, the wolf is talking. Let's all say this part!</i></p> <p>As the dialogue shifts to the pig, encourage children to continue to chime in during the repeated phrases.</p> <p>Continue acting out the story, encouraging children to chime in at moments of repetition.</p>
<p>page 23</p>	<p><i>What do you think the pig was thinking here? Why did he go get the turnips before the wolf?</i></p> <p>Pause the acting out and elicit children's ideas to monitor comprehension.</p> <p>Continue acting out the story as it's read.</p>
<p>Key Discussion and Activity 6 minutes</p>	<p><i>Before we begin our Think, Pair, Share, let's remind ourselves of who Shang was in the story Lon Po Po.</i></p> <p>Display the text and a few illustrations of Shang when she tricked the wolf. <i>What did Shang do in the story? Why was she an important character?</i></p> <p>Harvest a few responses and prompt as needed with scaffolded questions.</p>

	<p>Invite children to Think, Pair, Share. <i>How is the third little pig similar to Shang from the story Lon Po Po?</i> Encourage children to reference key details from the text. Circulate with the text to prompt children as needed.</p>														
<p>Closing 1 minute</p>	<p><i>Some versions of the Three Little Pigs show that the third little pig was clever simply because he built a house of bricks that the wolf could not blow down. We saw in this version that what made the pig clever was how he tricked the wolf, just like Shang did! It can be clever to build out of all kinds of materials depending on the situation!</i></p> <p><i>Tomorrow we'll take a break from the story and learn more about the materials for building that are used in this story.</i></p>														
<p>Standards</p>	<p>R.8.K.a Identify texts that tell stories. R.8.K.b Identify texts that provide information. R.11.K.c With prompting and support, compare and contrast the experiences of characters in two or more familiar texts. R.11.K.d With prompting and support, compare and contrast two texts on the same topic. SL.4.K Speak audibly and express thoughts, feelings, and ideas clearly.</p>														
<p>Ongoing assessment</p>	<p>Listen to children's responses during the partner and whole group share. Do children use details from the text and illustrations to support their thinking about a character? Do children identify repeated language and chime in? What connections do children make between characters from two fairytales?</p>														
<p>Center Activities</p>	<table border="1"> <tr> <td data-bbox="451 1318 678 1381">Art Table</td> <td data-bbox="678 1318 1409 1381">Children begin to explore clay.</td> </tr> <tr> <td data-bbox="451 1381 678 1444">Art Easel</td> <td data-bbox="678 1381 1409 1444">Children paint, inspired by our Town.</td> </tr> <tr> <td data-bbox="451 1444 678 1507">Blocks</td> <td data-bbox="678 1444 1409 1507">Children build inspired by our Town.</td> </tr> <tr> <td data-bbox="451 1507 678 1570">Dramatization</td> <td data-bbox="678 1507 1409 1570">Children act out <i>The Three Little Pigs</i>.</td> </tr> <tr> <td data-bbox="451 1570 678 1696">Library & Listening</td> <td data-bbox="678 1570 1409 1696">Children create a book inventory.</td> </tr> <tr> <td data-bbox="451 1696 678 1801">Discovery Table</td> <td data-bbox="678 1696 1409 1801">Children construct with sand.</td> </tr> <tr> <td data-bbox="451 1801 678 1864">Writing &</td> <td data-bbox="678 1801 1409 1864">Children create construction drawings.</td> </tr> </table>	Art Table	Children begin to explore clay.	Art Easel	Children paint, inspired by our Town.	Blocks	Children build inspired by our Town.	Dramatization	Children act out <i>The Three Little Pigs</i> .	Library & Listening	Children create a book inventory.	Discovery Table	Children construct with sand.	Writing &	Children create construction drawings.
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	Drawing	
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Notes

Large empty rectangular area for notes.



Read Aloud
Straw, Wood and Bricks!

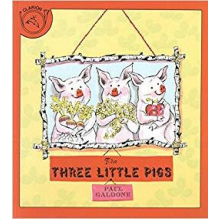
Big Ideas	People use tools and materials for specific purposes.
Unit Question	What processes help people construct structures, ideas, and works of art?
Guiding Questions	How do people use different tools and materials for different purposes?
Content Objectives	I can use both words and photographs to ask and answer questions about natural resources used for building. (R.4.K, R.11.K.a,R.11.K.c)
Language Objectives	I can use question words to ask questions about images that seek additional information. (L.1.K.c)
Vocabulary	<p>natural resources: materials people use that come from nature</p> <p>properties: attributes of specific materials</p> <p>humid: moist or wet.</p> <p>climate: the major weather conditions in an area over a long period of time</p> <p>straw: a long, hard, dried piece of grass</p> <p>brick: a rectangular-shaped material for building</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Straw, Wood and Bricks!</i> slides <p>On the whiteboard, write:</p> <p style="margin-left: 40px;">Why__?</p> <p style="margin-left: 40px;">What__?</p> <p style="margin-left: 40px;">When__?</p> <p style="margin-left: 40px;">Where__?</p> <p style="margin-left: 40px;">How__?</p>
Opening 1 minute	<p>Introduce the text and set a purpose.</p> <p style="text-align: center;"><i>What three materials did the pigs use in The Three Little Pigs?</i></p> <p>Invite children to chime in.</p>

	<p><i>These three materials are all examples of natural resources, or materials found in nature that people can use for things like housing, food, and entertainment.</i></p> <p><i>In the fairy tale, the pigs seem to choose their materials without really thinking about the properties of each material. But in real life, people have used these three materials for very well planned and thoughtful reasons.</i></p> <p><i>Our text today is an informational text called Straw, Wood and Bricks.</i></p> <p>Clarify that sticks are made of wood, which comes from trees. <i>As we read, you'll ask and answer questions about the images you see and the words in the text.</i></p> <p><i>Remember to use question words when we make our wonderings.</i> Refer to whiteboard.</p>
<p>Text and Discussion 12 minutes slide 3</p>	<p><i>Look carefully at these photographs. What do you see?</i></p> <p><i>What do you wonder?</i></p> <p>Harvest several observations and wonderings, modeling as needed.</p> <p><i>I heard some of you say you see straw. Let's keep reading to find out why some people today might select straw for building.</i></p>
slide 5	<i>Here we see how straw is grown on farms.</i>
slide 6	<p><i>Based on what we learned over the last few slides, what are some of the reasons that people build their homes out of straw?</i></p> <p>Harvest several ideas and scaffold by rereading slides 4 and 6, as needed.</p>
slide 7	<p><i>Look carefully at these photographs. What do you see?</i></p> <p><i>What do you wonder?</i></p> <p>Harvest several observations and wonderings, modeling as needed.</p> <p><i>I heard some of you say you see wood. Let's keep reading to find out more.</i></p>
slide 8	<i>When air is humid, it is very moist, or wet.</i>
slide 9	<p><i>Here we can see wood used for building in Japan, including bamboo.</i></p> <p>Point out the bamboo in the photograph.</p>

	<i>The second little pig built a house of sticks. Today, people mostly use wood cut from the trunk of a tree, not the wood from sticks, when building homes and large structures.</i>
slide 10	<p><i>Look carefully at these photographs. What do you see?</i></p> <p><i>What do you wonder?</i> Harvest several observations and wonderings, modeling as needed.</p> <p><i>I heard some of you say you see wood. Let's keep reading to find out why people in the past and present have selected wood as a material.</i></p>
slide 12	<i>Here we can see oak trees cut for the purpose of building large structures.</i>
slide 13	<p><i>Look carefully at these photographs. What do you see?</i></p> <p><i>What do you wonder?</i> Harvest several observations and wonderings, modeling as needed.</p> <p><i>I heard some of you say you see bricks. Let's keep reading to find out more.</i></p>
slide 15	<i>The captions tell us where these very old structures were built around the world.</i>
slide 16	<p><i>Look carefully at these photographs. What do you see?</i></p> <p><i>What do you wonder?</i> Harvest several observations and wonderings, modeling as needed.</p> <p>Continue with the remainder of the slides.</p>
Key Discussion and Activity 6 minutes	<p>Invite children to Think, Pair, Share.</p> <p><i>What are some differences between brick, wood and straw, that we learned about?</i></p> <p><i>What are some similarities?</i></p>
Closing 1 minute	<i>Over the next several weeks we will continue to learn about different materials and the process that people go through when building. We will continue to learn how people around the world have used different materials for different reasons.</i>
Standards	R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.

	<p>R.11.K.a With prompting and support, describe the relationship between illustrations and the text.</p> <p>R.11.K.c With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p>L.1.K.c Understand and use question words (interrogatives) (e.g. who, what, where, when, how).</p>														
<p>Ongoing assessment</p>	<p>Listen to children’s responses during the partner and whole group share.</p> <p>Do children use question words to form questions that seek additional information?</p> <p>Do children reference details from text when making observations and when answering questions?</p>														
<p>Center Activities</p>	<table border="1"> <tr> <td data-bbox="451 653 678 720">Art Table</td> <td data-bbox="678 653 1406 720">Children begin to explore clay.</td> </tr> <tr> <td data-bbox="451 720 678 787">Art Easel</td> <td data-bbox="678 720 1406 787">Children paint, inspired by our Town.</td> </tr> <tr> <td data-bbox="451 787 678 854">Blocks</td> <td data-bbox="678 787 1406 854">Children build inspired by our Town.</td> </tr> <tr> <td data-bbox="451 854 678 921">Dramatization</td> <td data-bbox="678 854 1406 921">Children act out <i>The Three Little Pigs</i>.</td> </tr> <tr> <td data-bbox="451 921 678 1031">Library & Listening</td> <td data-bbox="678 921 1406 1031">Children create a book inventory.</td> </tr> <tr> <td data-bbox="451 1031 678 1140">Discovery Table</td> <td data-bbox="678 1031 1406 1140">Children construct with sand.</td> </tr> <tr> <td data-bbox="451 1140 678 1249">Writing & Drawing</td> <td data-bbox="678 1140 1406 1249">Children create construction drawings.</td> </tr> </table>	Art Table	Children begin to explore clay.	Art Easel	Children paint, inspired by our Town.	Blocks	Children build inspired by our Town.	Dramatization	Children act out <i>The Three Little Pigs</i> .	Library & Listening	Children create a book inventory.	Discovery Table	Children construct with sand.	Writing & Drawing	Children create construction drawings.
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Notes



WEEK 1 Day 5

Read Aloud
The Three Little Pigs
 Read 4 of 4

Big Ideas	<p>People’s perspectives depend on culture, history, location, age, and personal views or ideas. All perspectives are valid. Stories help us experience different perspectives.</p> <p>People use tools and materials for specific purposes.</p>
Unit Question	What processes help people construct structures, ideas, and works of art?
Guiding Questions	How do people use different tools and materials for different purposes?
Content Objectives	<p>I can compare the wolf character in two fairy tales. (R.11.K.b, R.11.K.d)</p> <p>I can describe how the characters and story events show the perspective of the author and illustrator. (R.9.K.a, R.9.K.b)</p>
Language Objective	I can build on the ideas of my peers in a group discussion about a text. (SL.K.1b)
Vocabulary	<p>bundle: a group of things, all tied together</p> <p>load: a heavy thing that is carried; to put a lot of things in or on something</p> <p>straw: a long, hard, dried piece of grass</p> <p>brick: a rectangular-shaped material for building</p> <p>perspective: a way to see or think about something, point of view</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>The Three Little Pigs</i>, Paul Galdone ● <i>Lon Po Po</i>, Ed Young ● Unit Question chart ● Sentence Frames for Discussion Prompts chart, from Unit 2, Week 2 <p>On the whiteboard, write:</p>

	<p>How is the wolf in <i>The Three Little Pigs</i> similar to wolf characters in other fairy tales we read? What is the author’s perspective about wolves?</p>
<p>Opening 2 minutes</p>	<p>Review the text and set a purpose. <i>We acted out The Three Little Pigs and described the third little pig. Today we will use our discussion prompts to grow our ideas about the wolf, and about the author of the text. We will discuss these two questions:</i></p> <p><i>How is the wolf in The Three Little Pigs similar to wolf characters in other fairy tales we read?</i></p> <p><i>What is the author’s perspective about wolves?</i></p> <p>Perspective means the point of view. How one person or animal sees something or thinks about something can be different than how someone else does. Authors of stories have perspectives; their opinions about things show in the way they write about characters and events. For example, we saw that from Gail Gibbons’ perspective, wolves should be protected. From a hunter who is losing their crops to a wolf, he might think we should get rid of wolves. They have different perspectives.</p> <p>Provide a quick relevant example of varying perspectives on a classroom topic. <i>Let’s reread The Three Little Pigs to see what Paul Galdone’s perspective on the wolves might be.</i></p>
<p>Text and Discussion 8 minutes</p>	<p><i>As I read, pay attention to how the wolf behaves on these pages.</i> Reread pages 14 through 26 without pausing.</p> <p><i>What words could you use to describe the wolf? What details in the text make you think this?</i></p> <p>As children share their responses, ask them which story events make them describe the wolf as mean or hungry. Turn back to specific pages of the text to find evidence that matches children’s ideas. For example, on page 14 the wolf eats the second pig and on page 25 the wolf attempts to trick the pig to meet him at Merry Garden.</p>
<p>Key Discussion and Activity 6 minutes</p>	<p>Invite children to have a whole group discussion using the Sentence Frames for Discussion chart. <i>I heard you say the wolf was sneaky and mean in The Three Little Pigs because he ate the first two pigs and tried to trick and eat the third little pig.</i></p>

	<p><i>Now let's think about this question: How is the wolf in The Three Little Pigs similar to wolf characters in other fairy tales we read?</i></p> <p>Encourage children to support their ideas with examples from Little Red Riding Hood and <i>Lon Po Po</i> and have the texts available for reference.</p> <p><i>Now let's think about our second question: What is the author's perspective about wolves?</i></p> <p>Invite children to build on each other's ideas in a group discussion. As needed, prompt children by asking scaffolded questions such as, <i>How is the wolf in the story different from real wolves? How did the author portray the wolf?</i></p> <p>Continue the discussion.</p> <p><i>Do you think the author really feels negatively about real wolves? Why might he want to portray the wolf like this?</i></p>
<p>Closing 1 minute</p>	<p><i>Our new unit is called Construction. Just as people construct structures with different materials, like bricks, straw and sticks, author's construct stories. Next week we'll have a chance to read a version of this story from a different perspective.</i></p>
<p>Unit Question Chart 3 minutes</p>	<p>Introduce the Unit Question chart.</p> <p><i>Over the next several weeks, we will be thinking about this question: What processes help people construct structures, ideas, and works of art? At the end of each week, we'll revisit this chart and see how our ideas have grown.</i></p> <p>Reread the Unit Question. Think aloud about the question, reflecting on experiences throughout the week, and suggest an idea that answers or is connected to the question. Ask for children's input, and decide together on one or two ideas to write on the chart.</p> <p>Some emerging ideas might include: people use different building materials for different purposes and in different situations; stories are a type of construction.</p>
<p>Standards</p>	<p>R.9.K.a With prompting and support, name the author and illustrator of a story and define the role of each in telling the texts.</p> <p>R.9.K.b With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>R.11.K.b With prompting and support, compare and contrast the experiences of characters in two or more familiar texts.</p> <p>R.11.K.d With prompting and support, compare and contrast two texts on the same topic.</p> <p>SL.1.K.b Follow agreed-upon rules for discussions (e.g., listening to others</p>

	and taking turns speaking about the topics and texts under discussion).														
Ongoing assessment	<p>Listen to children’s responses during the partner and whole group share. Do children use details from the text and illustrations to support their thinking? Do children identify the author’s portrayal and perspective of wolves? What connections do children make across fairy tales?</p>														
Center Activities	<table border="1"> <tr> <td>Art Table</td> <td>Children begin to explore clay.</td> </tr> <tr> <td>Art Easel</td> <td>Children paint, inspired by our Town.</td> </tr> <tr> <td>Blocks</td> <td>Children build inspired by our Town.</td> </tr> <tr> <td>Dramatization</td> <td>Children act out <i>The Three Little Pigs</i>.</td> </tr> <tr> <td>Library & Listening</td> <td>Children create a book inventory.</td> </tr> <tr> <td>Discovery Table</td> <td>Children construct with sand.</td> </tr> <tr> <td>Writing & Drawing</td> <td>Children create construction drawings.</td> </tr> </table>	Art Table	Children begin to explore clay.	Art Easel	Children paint, inspired by our Town.	Blocks	Children build inspired by our Town.	Dramatization	Children act out <i>The Three Little Pigs</i> .	Library & Listening	Children create a book inventory.	Discovery Table	Children construct with sand.	Writing & Drawing	Children create construction drawings.
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Notes

WEEK 1 Day 4

Art Studio: Clay 1: Exploration

Children play with clay and experiment with the score and slip technique.

Big Idea	Construction can be defined as the creation of products, including physical structures and works of art such as stories, dances, theatrical performances, and songs. The construction process can be similar across domains.
Guiding Questions	What processes help people construct structures, ideas, and works of art? How do people use different tools and materials for different purposes?
Vocabulary	<p>adhere: to stick together</p> <p>attach: to join, fasten, or connect</p> <p>moist: a little bit wet or damp</p> <p>score: (as in clay) to scratch</p> <p>slip: (v) to wet the clay with a glue-like liquid (n) a mixture of clay and water to be used like glue</p>
Materials and Preparation	<ul style="list-style-type: none"> ● clay ● wire clay cutting tool (for adult use) With this tool, divide the large block of clay into chunks, and then form balls approximately 2 inches in diameter. This will make the clay more manageable for children. ● spray bottle, filled with water ● ziploc bags ● paper towels, both wet and dry Roll each ball in a damp paper towel. Place some of the balls (about 20) into a large Ziploc bag, and spray into it a few times with water. Seal the bag tightly and place it in the Art Studio. ● trays, pieces of cardboard (about 8" square), etc., as bases for clay structures, one for each child ● newspaper, butcher paper, or (ideally) canvas, large enough to cover the Art Studio table ● masking or other strong tape, to secure the table covering Cover the table, rolling the edges around to the underside of the table, and tape the material securely. Canvas will absorb extra

	<p>moisture from the clay and does not need to be changed as frequently.</p> <ul style="list-style-type: none"> ● forks ● small containers such as cups, recycled yogurt containers, etc., enough for each two children working at the table <p>Make clay slip: Mix a small amount of clay with water until it becomes a thick liquid, about the consistency of a smoothie. Put a few tablespoons of slip in each cup.</p> <ul style="list-style-type: none"> ● Score and Slip (resource) <p>Bring to the Intro to Centers: one ball of clay, a container of slip, a fork, and the Score and Slip resource.</p> <p>Spend some time exploring the clay prior to introducing it to the children. Work with the clay; try the score and slip technique; experiment with moisture; and experiment with tools.</p> <p>Suggestions for caring for the clay:</p> <ul style="list-style-type: none"> ● Clay must be kept moist at all times until children are ready to dry a finished sculpture. If the clay becomes dry, spray it with water and manually work the water into the clay. If the clay is too moist (sticks to hands), roll it on the newspaper or canvas to remove some moisture. ● Slip can be stored in an airtight container or made fresh each day. It can be refreshed as needed by adding a bit of water. ● At clean up time each day, have the children put unfinished clay back into a Ziploc bag, spray with water, and carefully seal the bag shut. Explain that if clay is not cared for in this way, it will dry out and be unusable. ● If clay dries on the tools, simply wash it off in a bin of warm water. ● Do not wash clay or even water that is dirty with clay down the sink. This will clog the drains.
<p>Intro to Centers</p>	<p><i>Today in the Art Studio we have a new medium to work with.</i></p> <p>Show a ball of clay and a cardboard base.</p> <p><i>This is clay. Artists use clay to make or build works of art known as sculptures. In the Art Studio, you can explore clay.</i></p> <p>Talk aloud while manipulating the clay, rolling it, pressing it flat, poking it.</p> <p><i>It can be tricky to attach two pieces of clay together.</i></p> <p>Demonstrate how two pieces of clay might stick together at first, but then fall apart.</p> <p><i>If you really want the pieces to adhere, or stick together, you can use a special technique called score and slip. Here's how to do it:</i></p>

	<p>Show the Score and Slip visuals, and model the steps.</p> <p><i>Let's see what you notice about the clay this week. You can make whatever you want with the clay! You can collaborate with a friend or work on your own. When you are finished working with the clay, please wrap it back up in a wet paper towel for another child to use. It's important to keep the clay moist, or a little wet.</i></p>
During Centers	<p>Children explore the clay, its texture, and different techniques of molding it, including score and slip. As they finish, they roll the clay back into a ball in a wet paper towel and place it into the ziplock bag. Encourage children to work as a team.</p> <p>Name and narrate actions on and observations of the clay. For example: <i>I notice that _____ is pinching the clay with her fingers.</i></p> <p>Take note of children's discoveries, successes, and challenges.</p>
Facilitation	<ul style="list-style-type: none"> ● How does the clay feel? ● What happens when you (push, pinch, press, squeeze, etc.)? ● How could you make the clay thinner? thicker? round? ● What could you do to attach those pieces together? ● Will you work by yourself, or with a friend? ● Remember when you constructed a _____ using blocks? I wonder how you might construct that using clay?
Standards	<p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>VA.K.1. Use a variety of materials and media, for example, crayons, chalk, paint, clay, various kinds of papers, textiles, and yarns, and understand how to use them to produce different visual effects.</p>

Notes



1. Score (scratch) both pieces of clay with a fork or another tool.



2. Apply slip to both pieces of clay.



3. Press the two pieces together.



4. Now the two pieces are attached!



WEEK 1 Day 3

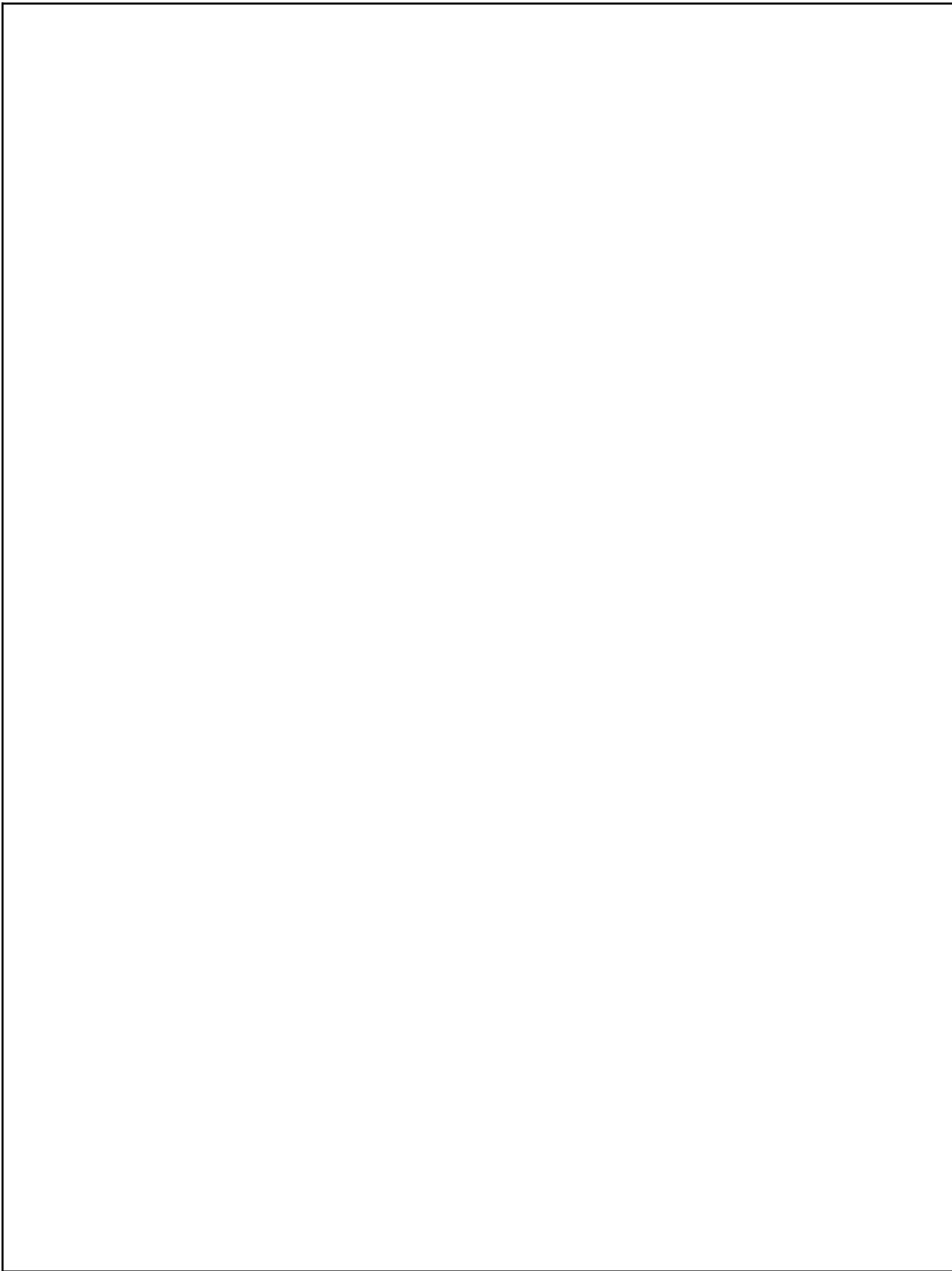
Art Easel: Inspired By Our Town
 Individually or in pairs, children paint images inspired by your town.

Big Idea	Construction can be defined as the creation of products, including physical structures and works of art such as stories, dances, theatrical performances, and songs. The construction process can be similar across domains.
Guiding Questions	What processes help people construct structures, ideas, and works of art? Where do people find inspiration for building, creating, and composing?
Vocabulary	construct: to make or build inspire: to have an idea, based on something else seen or heard structure: something that is built
Materials and Preparation	<ul style="list-style-type: none"> ● easel paper ● paints, in paint cups, in a variety of colors ● brushes of various sizes ● pencils and/or thin, black markers ● cotton swabs (such as Q-tips) ● small sponges ● Images of paintings: Structures in Boston (some provided) ● Images of paintings: Structures in Boston slides <p>Add to the provided images and slides some images of structures that may be familiar and relevant to the children in the particular classroom community, such as of a statue or fountain in a nearby park, the school building, local housing buildings, and other neighborhood landmarks.</p> <p>Bring the following to the Intro to Centers: images, a couple of brushes, cotton swab, sponge, pencil, paper.</p>
Intro to Centers	<p><i>Today at the easel you will find some photographs of buildings and places in our town/neighborhood.</i></p> <p>Show a few images. Provide time for children to share their first reactions and connections to the familiar images.</p>

	<p>Home in on one image. <i>One thing that people construct, or build, is a _____ [name the structure in the image]. What do you notice about this painting?</i></p> <p>Harvest a few ideas.</p> <p><i>You might want to work at the easel this week and create your own painting, inspired by these images.</i></p> <p><i>In addition to paint and brushes, you will find a few more tools at the easel. One of the tools is pencils. Just like you have done before, you might want to first use a pencil and sketch your idea very lightly.</i></p> <p>Model looking at an image and making a pencil sketch. <i>You also might want to try adding and moving paint around with one of these other tools.</i></p> <p>Hold up and name the other tools: cotton swab and sponge.</p> <p><i>You can choose to paint alone. If you decide to partner paint, remember that you will need to decide as a team what to paint. It will be helpful to talk through your plan.</i></p>
During Centers	<p>Children paint at the easel. Their paintings may have similarities to the images provided (e.g., a painting of a tall building inspired by a photograph), or their paintings might be more abstract.</p> <p>Children might choose to sketch with pencil or draw with black marker before painting. They might want to add details with a thin black marker or cotton swab after the first layer of paint dries.</p> <p>Children might want to paint alone, or create a “partner painting” by asking another child to paint on the same paper together.</p> <p>Bring children’s paintings to the Block and/or Writing and Drawing Centers to inspire additional work.</p>
Facilitation	<ul style="list-style-type: none"> ● What do you notice about these images? Have you seen this building/structure before? ● What colors and shapes do you see in this picture? ● What colors will you need for your painting? Which color will you use first? ● How could this picture inspire your painting? ● How are these structures [in an image] different or similar? ● How are you working as a team?

Standards	SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups. SL.4.K Speak audibly and express thoughts, feelings, and ideas clearly. VA.K.1. (Boston) Use a variety of materials and media, for example, crayons, chalk, paint, clay, various kinds of papers, textiles, and yarns, and understand how to use them to produce different visual effects.
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Notes



Centers U3 W1

Unit 3: Construction

WEEK 1 Day 2

Blocks: Inspired by Our Town

Children build different kinds of structures inspired by photographs of their town/ neighborhood.

Big Idea	The process of design and construction includes imagining and being inspired, asking questions, researching, planning, creating, and improving our models. This process includes time to work alone and with others.
Guiding Question	Where do people find inspiration for building, creating, and composing?
Vocabulary	construction: the process of making or building; something that is made or built design: to draw something before it is built research: to find out about a topic structure: something that is built
Materials and Preparation	<ul style="list-style-type: none">● unit blocks● Our Town/Neighborhood Structures images (some provided)● engineering design process visuals slides <p>Add to the provided images and slides some images of structures that may be familiar and relevant to the children in the particular classroom community. Display the images in the Blocks Center. If possible, project slides onto a nearby wall. Also in the Blocks Center, display the steps for the Engineering Design Process.</p>
Intro to Centers	<p><i>We are reading the Three Little Pigs and learning about construction. We are going to follow the Engineering Design Process to see the steps that engineers and architects use when they design.</i></p> <p>Show the visuals steps and read through them one at a time:</p> <p>ASK: What am I trying to accomplish? How have others approached it? Research.</p> <p>IMAGINE: What are some solutions? Brainstorm ideas. Choose the best one.</p>

	<p>PLAN: Draw a diagram. Make lists of needed materials. CREATE: Follow the plan and create something. Test it out. IMPROVE: What works? What doesn't? What could work better? Modify the design to make it better. Test it out.</p> <p><i>This week you are going to practice some of the steps. One step is to ask yourself what you are trying to do. What do you think the three Little Pigs asked themselves?</i></p> <p>Harvest a few responses.</p> <p><i>Another step is imagine: picture in your mind what you want to build. The three little pigs had ideas about what they wanted to build.</i></p> <p><i>We have some images of structures in our town/neighborhood n to inspire your construction with blocks.</i></p> <p>Show a few images and allow children to make connections. <i>Sometimes when you ask questions and imagine you can do research to figure out your ideas. You can look at images or books.</i></p> <p>Think, Pair, Share. <i>Take a close look at these photographs and then talk to a partner about what ideas it gives you, what they inspire you to build.</i></p> <p><i>As you begin your work look at the images as a way to research what interests you. Imagine how you might build your structure and what blocks you might use.</i></p> <p>Show some of the blocks available to children.</p> <p><i>Remember to talk with your friends and work together on your structures.</i></p>
During Centers	<p>As children begin to work, encourage them to refer to the Engineering Design Process and to use the images as a way to research ideas for building. Invite children to imagine what to build and to think about the types of blocks they might use for a particular structure. Remind children about working together as a team.</p>
Facilitation	<ul style="list-style-type: none"> ● How can the Engineering Design Process help you as you work on your structure? ● What do you notice in the photographs that inspires you? ● How does researching for ideas help you to imagine what to build? ● What do you imagine you want to build? ● How are you choosing the types of blocks to use for your structure? ● How are you collaborating?

Standards	SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.
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Notes



Dramatization: Acting the Three Little Pigs- Part 1

Using the text as a guide, children act out the story collaboratively.

Big Idea	People’s perspectives depend on culture, history, location, age, and personal views or ideas. All perspectives have validity. Stories help us experience different perspectives.
Guiding Question	<p>What do you feel inspired to build, create, or compose, and what materials and tools do you need to complete this project?</p> <p style="background-color: #f8d7da;">What is the perspective of the author or character? Why do you think he or she has this perspective?</p>
Vocabulary	<p>inspire: to give someone an idea, or get an idea from someone or something.</p> <p>design: to draw something before it is built.</p> <p>imagine: to picture in your mind</p> <p>character: a person or animal in the story</p> <p>setting: where the story takes place</p> <p>perspective: a way to see or think about something, point of view</p> <p>bundle: a group of things, all tied together</p> <p>load: a heavy thing that is carried</p> <p>straw: a long, hard, dried piece of grass</p> <p>brick: a rectangular-shaped material for building</p>
Materials and Preparation	<ul style="list-style-type: none"> ● a copy of The Three Little Pigs ● pieces of fabric ● clothespins ● construction paper ● scissors ● tape ● markers ● white paper ● clipboards or whiteboards/dry erase markers

	<ul style="list-style-type: none"> ● Vocabulary cards from the story
Intro to Centers	<ul style="list-style-type: none"> ● <i>We are reading the “Three Little Pigs, by Paul Galdone” and learning about construction. Today, in Dramatization, we are going to act out the story. For that, we have some materials available (show materials) and you may think of others we can add.</i> ● <i>Which character could you pretend to be from this story?</i> Show the first page of the book and elicit some answers from the group. ● <i>I think I’ll pretend to be The Second Little Pig. I’ll need a costume.</i> Model a pig costume by putting on a piece of fabric and holding it together with a clip. Model making a tail out of construction paper and attaching it with tape. ● <i>Now I’m in character, I am The Second Little Pig, and I am ready to act out the story!</i> Turn to one part of the book, read the page, and model saying the words in character. <p>Introduce and show any new materials and resources. Offer any needed reminders for working in the center.</p>
During Centers	<p>Using the text as a guide, children act out the story collaboratively. Children may begin with teacher support to act out the story as written, but could diverge from this script and write and/or act out their own versions. Children may also pretend to be the characters in the story but act out a different scenario.</p> <p>As children create their own scripts, note that construction materials vary widely across cultures and contexts.</p> <p>Children may nominate materials other than bricks as the best/strongest materials for their third house. Be sensitive to the fact that different materials are used to build homes around the world.</p> <p>On the following days, have children demonstrate how they acted out a part of the story. Facilitate a conversation about how it felt to take on the role of the pigs and the role of the wolf, using the following question as a prompt: <i>How was your perspective different when you pretended to be a pig, and when you pretended to be a wolf?</i></p> <p>Take photos or record video of children setting up and playing in the center. Take notes on their statements and questions, and use this documentation to engage them in deeper conversations.</p>
Facilitation	<ul style="list-style-type: none"> ● Which character will you pretend to be? Write down your name and your character here on the cast list (could be written on paper on a clipboard, or on a whiteboard in the area) ● Who will be the narrator?

	<ul style="list-style-type: none"> ● What will you use to construct your costume? ● What scenery or props do you need to act out this story? ● Will this be a theater performance? If so, what kind of tickets will you make? Where will the audience sit? ● What happens first in the story? And then? ● How do you think the pigs/wolf felt when...? What was their perspective? ● Why do you think the wolf got so angry at the third pig? What was his perspective? ● Is there another way you would like to tell the story? Why?
Standards	<p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.2.K.b Ask and answer questions in order to seek help, gather information, or clarify something that is not understood.</p> <p>SL.3.K.a Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>L.6.K Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>

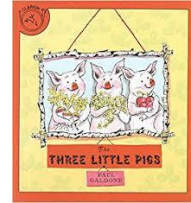
<p>Notes</p>

Cast List

Title:

Character's Name	Actor's Name

Props/Notes:



WEEK 1 Day 4

Library & Listening: Book Inventory

Children make a collective list of the books in the classroom.

Big Idea	The process of design and construction includes imagining and being inspired, asking questions, researching, planning, creating, and improving our models. This process includes time to work alone and with others.
Guiding Question	What processes help people construct structures, ideas, and works of art?
Vocabulary	<p>fiction: literature that describes imaginary characters and events</p> <p>informational text: text that provides facts, teaches about a topic</p> <p>inventory: a list of items on hand</p>
Materials and Preparation	<ul style="list-style-type: none"> ● chart paper ● Book Inventory sheets ● clipboards ● writing tools or markers <p>Set up as in Units 1 and 2: Make at least one copy of the Book Inventory sheet for each book bin and other area of the classroom library. Place these sheets on clipboards, with writing tools attached or close by. Alternately, create one large Book Inventory on chart paper and hang in the Library and Listening Center, with markers.</p> <p>Review the book collection in the Library and Listening Center, ensuring that they are well-displayed and that there are books of high interest for all children.</p>
Intro to Centers	<p><i>This week, as you did during our first two units, you'll begin making an inventory of our construction books. We can include whether a book is fiction—an imagined story—or informational—one that teaches about a topic. Here is a Book Inventory sheet.</i></p> <p>Hold up the Book Inventory sheet.</p>

During Centers	As children look at books, support them by suggesting they work with only one category/bin of books and by limiting the number of books they might record on the inventory at one time. Suggest strategies for recording titles and determining whether a book is fiction or informational.
Facilitation	<ul style="list-style-type: none">● Is this book in the right place? Why does it belong here? Which inventory list will you record it on?● Where is the title of this book? What letters do you see in the title?● How will you record the title on the inventory?● What are some of the differences between a book of fiction and a book of facts?● What can you tell about this book from its cover?
Standards	R.8.K.a Identify texts that tell stories. R.8.K.b Identify texts that provide information. R.11.K.b With prompting and support, compare and contrast the experiences of characters in two or more familiar texts. R.11.K.d With prompting and support, compare and contrast two texts on the same topic.

Notes

Classroom Book Inventory

Location: _____

Title	fiction	facts



WEEK 1 Day 2

Discovery Table: Constructing with Sand 1

Children revisit sand, from Unit 1. Children explore the use of new tools and with adding different amounts of water to construct with the sand.

Big Idea	Through using materials and interacting with them, people learn important concepts and gain skills relating to physical science, engineering and technology, and the arts.
Guiding Question	How do people use different tools and materials for different purposes?
Vocabulary	tool: object used to accomplish something
Materials and Preparation	<ul style="list-style-type: none"> ● sensory/discovery table, or tabletop tubs ● sand ● small shovels, or plastic spoons, or spatulas ● buckets, or bowls ● spray bottles ● eye droppers, 2 or 3 ● cups, 2 or 3 ● small table or chair to place materials on <p>Fill the cups $\frac{1}{3}$ full with water. Place the cups and the tools nearby.</p> <ul style="list-style-type: none"> ● gloves, optional <p>For the Intro to Centers, prepare a small tub of sand and tools to use for demonstration, or bring the group to the Discovery Table.</p>
Intro to Centers	<p><i>At the Discovery Table, you'll find a familiar material. We worked with this before... sand!</i></p> <p><i>Turn and talk: What do you remember about working with sand?</i></p> <p>Harvest a few ideas. Remind children about being safe with the sand: keeping it inside the Discovery Table so the floor does not become slippery.</p> <p><i>You can experiment with getting the sand a bit wet. As you are building with the sand, consider how much water you might need to add to the sand to make it easier to build with.</i></p>

	<p>Invite children to share experiences using wet sand to construct, such as at a beach or at a park.</p> <p><i>What might you construct with wet sand? Consider the different buildings and sculptures you already know about in our city.</i></p> <p>Harvest a few responses.</p> <p><i>We've seen most of these tools before.</i></p> <p>Hold up a few of the familiar tools, then introduce new ones.</p> <p><i>With an eye dropper, we can add small amounts of water at a time. We typically use spatulas in the kitchen, but we can also use the flat part of a spatula to shape the sand.</i></p> <p>Talk together about and model use of various tools.</p>
During Centers	<p>Children construct with dry and wet sand. They experiment with adding water in small amounts with eye droppers or spray bottles. Talk with children about the different consistencies and how effective they are for building.</p> <p>Take note of how children shape the sand and what they construct. Encourage children to engage with each other as they are working.</p>
Facilitation	<ul style="list-style-type: none"> ● How does the sand feel? ● Tell me about what you are constructing. ● How might you add a _____? What tool might help you accomplish that? ● How did you decide about how much water to add? ● What tools are you using? Why?
Standards	<p>SL.1.K.b Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>

Notes

Unit 3: Construction

WEEK 1 Day 1

**STEM Investigation 1:
Size and Stability**

Children roll tennis balls in attempt to knock down objects with different sized bases.
Through this Investigation, children will develop an understanding of balance and stability with respect to the size of an object’s base.

Big Idea	Through using materials and interacting with them, people learn important concepts and gain skills relating to physical science, engineering and technology, and the arts
Guiding Questions	What processes help people construct structures, ideas, and works of art? How do people use different tools and materials for different purposes?
Vocabulary	investigate size base stable stability
Materials and Preparation	<ul style="list-style-type: none">● 8 - 10 plastic cups (cups with wider rims and small bases)● 8 - 10 plastic water bottles, 16.9 fluid ounce size● 3 tennis balls● painters or masking tape (or other strong tape for marking floor)● writing tools● other everyday materials such as paper towel tubes, paper cups,● cardboard boxes (for further exploration)● chart paper, 3 pieces <p>On one piece of chart paper, write the focus question, <i>What can we do to investigate how the size of the base of an object affects how easily it falls over?</i></p>

	<p>Recreate the STEM Investigation Data Sheets on a second and third piece of chart paper.</p> <p>Identify a clean floor space where children can conduct the Investigation (and the following Investigations). Set up the “bowling space.” Use tape to mark two squares on the floor where children will place the objects for each test. In addition, use the tape to mark a line on the floor where children will kneel to roll the balls (approximately 5 feet from the squares).</p> <p>Conduct the Intro to Centers in this “bowling space.”</p>
<p>Intro to Centers</p>	<p>[Conduct the Intro to Centers in the “bowling space.” Have children sit around the space.]</p> <p><i>This week you will investigate this focus question, What can we do to investigate how the size of the base of an object affects how easily it falls over?</i></p> <p>Point to the focus question and read it aloud.</p> <p><i>What are some important words that we need to understand in order to answer this question?</i></p> <p>Circle the words investigate, size, base, object. Discuss these words</p> <p><i>As scientists this week, you will test different materials with bigger and smaller bases. We will see how easy or hard it is to knock them over with a ball.</i></p> <p>Show plastic cups and water bottles.</p> <p><i>Let’s see how our experiment will work.</i></p> <p>Place the cup on the floor in the square.</p> <p><i>The cup is standing up on the floor, it has stability. That means it is stable; it does not fall over. Can someone roll a tennis ball to try to knock the cup over?</i></p> <p>Have a volunteer kneel on the line and roll the ball to knock the cup over.</p> <p><i>What just happened? Why do you think the cup fell over/ didn’t fall over?</i></p> <p>Invite responses.</p> <p><i>You will be exploring construction in a lot of different ways in this unit. Now, as scientists and engineers, you will investigate how to</i></p>



	<p><i>make constructions as stable as possible. We can use this information when we build with blocks and make sculptures with Beautiful Stuff.</i></p> <p><i>This week in the STEM Center, you will have a chance to test how stable different materials are. Everyone will test two types of materials, plastic cups and water bottles, and record data on a chart.</i></p> <p>Show the data charts.</p>
During Centers	<p>Children take turns setting up the cups and water bottles and knocking them over. To set up each turn, children will place a cup right-side-up (smaller base on the floor) in one square on the floor and another cup up-side-down (larger base on the floor) in the other square. Each child will kneel on the line of tape and roll the balls until he/she makes contact with the cups. The experiment is whether, when the ball hits the object, it remains standing or falls over.</p> <p>After each turn, children record the data on the Water Bottle Data Sheet and the Plastic Cup Data Sheet. Children will make an X under the matching picture each time they knock over the object.</p> <p>The same is repeated for the water bottles and any additional items they would like to experiment with.</p>
Facilitation	<ul style="list-style-type: none"> ● Which materials are more stable? ● What do you think makes the materials more/less stable? ● What does the data tell you?
Sharing Our Research	<p><i>What can we do to investigate how the size of the base of an object affects how easily it falls over?</i></p> <p>Revisit the focus question.</p> <p>Children share their data by counting the X's in each category on each chart. Discuss why there might be more X's in one category.</p> <p><i>What did you notice about what makes materials more stable?</i></p> <p>Guide children to think about how the size of the base of an object might make a difference in how easily the object falls over when hit by a ball.</p>
Standards	<p>K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive. Further explanation: Examples of patterns could include that animals need to take in food but plants do not,</p>

	<p>the different kinds of food needed by different types of animals, the requirement of plants to have light, and that all living things need water. Examples could include the pattern a bear makes when preparing to hibernate for winter, the seasonal patterns of trees losing and/or keeping their leaves. Analyzing and Interpreting Data, Organization for Matter and Energy Flow in Organisms, Patterns</p>
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STEM Investigation 1 Data Sheets

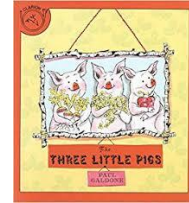
Prepare the following two data collection sheets on chart paper, a Water Bottle Data Sheet and a Plastic Cup Data Sheet.

Water Bottle Data Sheet

Plastic Cup Data Sheet



Writing & Drawing: Construction Drawings 1

Children create construction drawings, sketching and labeling plans for structures they would like to build.

Big Idea	The process of design and construction includes imagining and being inspired, asking questions, researching, planning, creating, and improving our models. This process includes time to work alone and with others.
Guiding Question	What processes help people construct structures, ideas, and works of art?
Vocabulary	<p>design: to draw something before it is built</p> <p>plan: to think about and make a design for what to do (verb); a proposal or design for something (noun)</p> <p>research: to find out about a topic</p> <p>studio: a special place for creating</p>
Materials and Preparation	<ul style="list-style-type: none"> ● pencils ● large, unlined paper ● blue or black markers ● Architects Work Together slides ● non-fiction books with images of structures ● engineering design process visuals <p>Print out and hang or project the Architects Work Together slides. Make available the blueprints either in printed or digital format. Display the steps for the engineering design process.</p>
Intro to Centers	<p><i>We are starting to construct, or build, many things in our classroom: sculptures, block structures, stories, and even songs and dances. Adults who design things, like architects who design buildings, work in a studio. The studio is designed with different parts for people to do their work.</i></p> <p>Show images of design spaces.</p>

	<p><i>This week in the Writing & Drawing Center you can imagine your building ideas and create plans for them just as if you were architects working in a studio. Here is an example of a construction drawing.</i></p> <p>Show the construction drawings <i>Talk to partner about what you notice</i></p> <p>Think, Pair, Share</p> <p><i>What are you going to design?</i></p> <p>Harvest a couple of responses</p> <p><i>Here are the steps of the Engineering Design Process that an architect might use:</i></p> <p>Show children the steps:</p> <p>ASK: What am I trying to accomplish? How have others approached it? Research.</p> <p>IMAGINE: What are some solutions? Brainstorm ideas. Choose the best one.</p> <p>PLAN: Draw a diagram. Make lists of needed materials.</p> <p>CREATE: Follow the plan and create something. Test it out.</p> <p>IMPROVE: What works? What doesn't? What could work better? Modify the design to make it better. Test it out.</p> <p><i>As you sketch your plans you can try asking yourself what kind of building you want to create. You can do some research and get information, by looking at books and images. As you work on your plan, you can also label the different rooms or spaces like in one of the construction drawings I showed you.</i></p> <p><i>When architects work on their plans they work together and they often take more than one day, they go back to improve it, to make it better. Take your time as you create your plans, and remember you can bring them to Thinking & Feedback to get suggestions for how to improve them.</i></p>
<p>During Centers</p>	<p>As children sketch their plans, support them to follow the steps in the Engineering Design Process. Encourage them to work together and brainstorm ideas. Remind children that they can use more than one day to work on their plan and that revisiting it can help them to improve it.</p>
<p>Facilitation</p>	<ul style="list-style-type: none"> ● What kind of structure do you want to design? ● What rooms are you including in your construction drawing? ● What inspired you? ● How can the design process help you as you work on your plan? ● How does researching for ideas help you to imagine what to build? ● How will you use your plan?

	<ul style="list-style-type: none">● What materials do you need for this project?● How are you working together?
Standards	W.3.K.b Use a combination of drawing and writing to communicate a topic about a topic. SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.

Notes


Unit 3: Construction

WEEK 1 Day 1



Writing Fictional Narrative
Deconstruction: Fictional Narrative Purpose

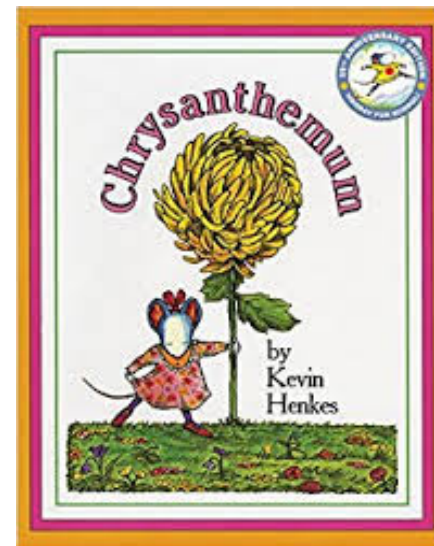
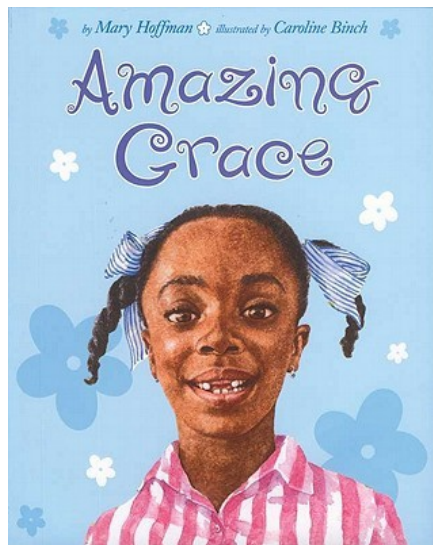
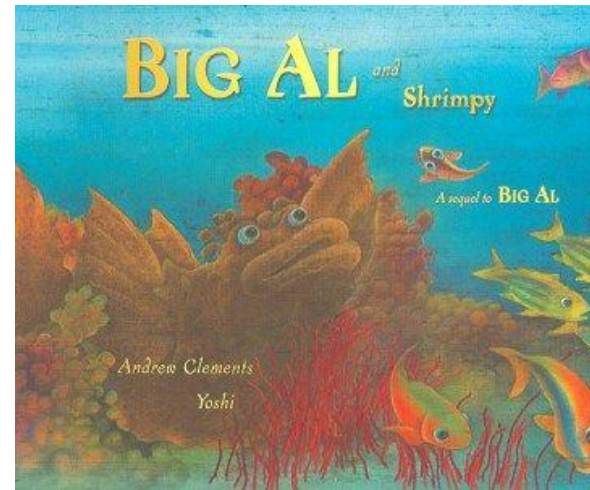
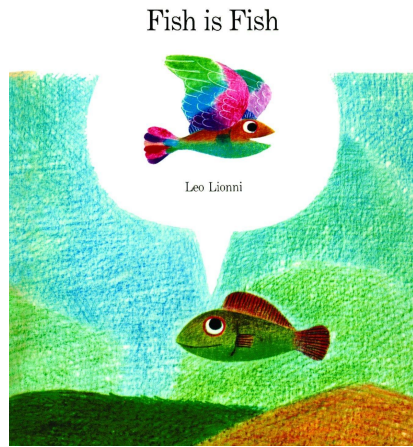
Content Objective	I can state the main purpose of a text. (R.9.K.a, R.9.K.b)
Language Objective	I can describe what I notice about a text. (SL.K.1)
Vocabulary	<p>genre: a type of writing</p> <p>purpose: the reason for doing or creating something</p> <p>fictional narrative: a genre of writing whose purpose is to entertain and to teach about something</p> <p>entertain: to interest someone</p> <p>character: a person or animal in the story</p>
Materials and Preparation	<p>To become familiar with the genre and how it is taught, read Writing: Introduction to Fictional Narrative (in the Introduction documents).</p> <ul style="list-style-type: none"> ● fictional narrative mentor texts: <i>Fish is Fish</i>, Leo Lionni (2 copies); <i>Big Al and Shrimpy</i>, Andrew Clements & Yoshi (2 copies); <i>Amazing Grace</i>, Mary Hoffman (2 copies); <i>Chrysanthemum</i>, Kevin Henkes (2 copies); <i>The Name Jar</i>, Yangsook Choi (2 copies), <i>Lon Po Po</i>, Ed Young (2 copies) ● whiteboard On the whiteboard, write the following questions, leaving space under each one to record children’s ideas: Why did the author write this? What do you notice? ● Fictional Narrative anchor chart images Cut apart the mentor text images. ● chart paper

	<p>Prepare the following Fictional Narrative anchor chart. Glue the mentor text images to the chart.</p> <div data-bbox="500 222 1362 701" style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Fictional Narrative</p> <p>Purpose: to entertain and teach about something</p> <p>Examples:</p>  </div> <ul style="list-style-type: none"> ● Why We Write chart, from Unit 1, Week 1, Day 1 ● Why We Write: <i>Big Al and Shrimpy</i>
<p>Opening 1 minute</p>	<p><i>We have been learning about many different genres of writing this year! Today we are going to begin learning about a new genre of writing!</i></p>
<p>Deconstruction 28 minutes</p>	<p><i>We know that each genre has a different purpose, a different reason why the author writes it. With a partner, each of you is going to look at a book to figure out why the author wrote it. Turn through the pages. Talk about the illustrations.</i></p> <p>Refer to the questions on the whiteboard. <i>With your partner you are going to answer these two questions: Why did the author write this? and What do you notice?</i></p> <p>Distribute books to pairs of children. As children work, circulate to support them and refer them to the questions on the board. Give children about ten minutes to work together, then bring them back to the whole group.</p> <p>One at a time, have each pair hold up their book to show their classmates. Ask, “Why did the author write this?” and “What did you notice?” Encourage children to cite key details from the text as they respond. Write the pairs’ responses on the whiteboard. As pairs share, think aloud to highlight the trends in their responses.</p> <p>Show the Fictional Narrative anchor chart. <i>The books that you looked at are all fictional narratives. Fictional narratives are written to entertain and to teach about something.</i></p>

	<p>Display the Why We Write chart and the Why We Write: <i>Big Al and Shrimpy</i> sheet.</p> <p><i>Now we have a new purpose for writing to add to our Why We Write chart! Big Al and Shrimpy is a fictional narrative, written to entertain and to teach about something. Let's add this to our chart.</i></p> <p><i>Let's think about how Big Al and Shrimpy meets the purpose of fictional narrative. One purpose is to be entertaining—or interesting—to the reader. I am going to turn slowly through the pages so that we can look at the illustrations and remember what the story is about. If you see or remember something entertaining, give a thumbs up and we will pause and talk about it. [tells a story of two fish who are friends; shows them playing together; has a problem that the fish solve together]</i></p> <p>Read the last page of the book.</p> <p><i>Fictional narratives are also written to teach about something. What message does this book have? What does it teach the reader? [even someone small can have big ideas]</i></p>
<p>Closing 1 minute</p>	<p><i>It's so exciting to learn about different genres of writing! Tomorrow we will continue to look closely at fictional narratives and learn about how authors develop their characters.</i></p> <p>Note: Leave the Fictional Narrative anchor chart posted. You will continue to reference and add to it throughout the unit.</p>
<p>Standards</p>	<p>R.9.K.a With prompting and support, name the author and illustrator of a story and define the role of each in telling the texts.</p> <p>R.9.K.b With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p>
<p>Ongoing assessment</p>	<p>Listen for and make note of how children discuss the fictional narratives.</p> <p>What do they notice about the structure of the fictional narratives?</p> <p>What do children already know about the purpose of fictional narrative?</p>

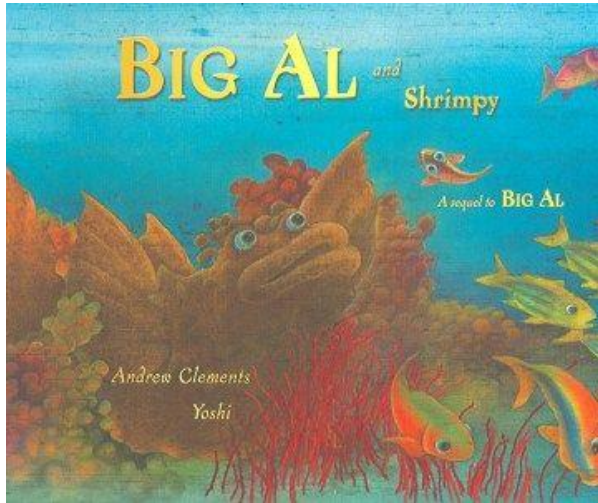
<p>Notes</p>

Fictional Narrative mentor text images

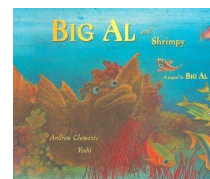


Writing U3 W1 D1

Why We Write



entertain and teach about something



WEEK 1 Day 2

Writing Fictional Narrative
Deconstruction: Character Development

Content Objective	I can answer questions about the characters in fictional narratives. (R.4.K, R.6.K.a, R.6.K.b)						
Language Objective	I can describe characters in a text. (SL.3.K.a)						
Vocabulary	<p>genre: a type of writing</p> <p>fictional narrative: a genre of writing whose purpose is to entertain and to teach about something</p> <p>purpose: the reason for doing or creating something</p> <p>entertain: to interest someone</p> <p>character: a person or animal in the story</p> <p>attribute: a quality or feature of something or someone</p> <p>adjective: a word or phrase used to describe a person, place, thing, or idea</p>						
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Big Al and Shrimpy</i>, Andrew Clements & Yoshi ● chart paper and markers, pencil, and crayons or colored pencils <p>Prepare the following Shrimpy chart. Note that the right-hand column will be filled in on Day 4.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; width: 80%;"> <tr> <th colspan="2" style="text-align: center; padding: 5px;">Shrimpy</th> </tr> <tr> <td style="width: 50%; padding: 5px;">External Attributes</td> <td style="width: 50%;"></td> </tr> <tr> <td style="padding: 5px;">Internal Attributes</td> <td></td> </tr> </table>	Shrimpy		External Attributes		Internal Attributes	
Shrimpy							
External Attributes							
Internal Attributes							

<p>Opening 1 minute</p>	<p><i>Yesterday we began learning about a new genre of writing—fictional narrative! We learned that the purpose of fictional narrative is to entertain and to teach about something.</i></p>
<p>Deconstruction 28 minutes</p>	<p>Characters are a very important part of fictional narratives. Remember, the characters are the people or animals in a story.</p> <p>Hold up <i>Big Al and Shrimpy</i>. This book has two main characters. The main characters are the most important characters in the story. The main characters in this book are Big Al and Shrimpy.</p> <p>Refer to the Shrimpy chart. Today we are going to re-read the book and record Shrimpy’s attributes. Attribute means something that you can describe about a character, just like how we describe attribute blocks in Math! The top box says “External Attributes.” This means what you can see about a character on the outside. For example, an external attribute of Chrysanthemum is that she is a mouse. The bottom box says “Internal Attributes,” which means things we learn about a character on the inside. For example, an internal attribute of Chrysanthemum is that when she was young, she loved her name.</p> <p>Read page 1. On this page we learned about a few of Shrimpy’s attributes. Can you name one that you heard in the text?</p> <p>That’s right—Shrimpy is a fish. That is one of his external attributes. Let’s record that on the chart, right here.</p> <p>Sketch an outline of Shrimpy on the chart.</p> <p>The text also tells us that Shrimpy is “clever” and “smart.” Let’s write those adjectives on the Internal Attributes part of the chart.</p> <p>Read pages 2-3. What did we learn about Shrimpy’s external attributes on these pages?</p> <p>Write “very, very small” next to the sketch of Shrimpy. What else do you notice about how he looks?</p> <p>Harvest the children’s ideas and add additional details to the Shrimpy drawing, including big eyes, his fins, and a yellow-orange color.</p> <p>Read pages 5-6. These pages tell us more about Shrimpy’s internal attributes—how he feels. It says he feels “lonely.” Let’s add that to our chart.</p>

	<p>Read pages 7-10. <i>These pages told us more about Shrimpy’s external attributes. When he’s playing tag, how does he move?</i> Add “moves slowly” to the External Attributes portion of the chart.</p> <p>Read pages 11-18. <i>How did Shrimpy feel here? [scared] Let’s add that to his internal attributes.</i></p> <p>Read pages 19-20. <i>This page gives us more information about Shrimpy. It says that the other fish were ready to give up, but not Shrimpy. Let’s add that to his internal attributes.</i></p> <p>Read pages 21-25 and the first sentence on page 26. <i>What do the authors mean when they say Shrimpy “gave some orders?” What does that tell you about Shrimpy? [he is confident; he is a leader]</i> Record children’s responses in the Internal Attributes portion of the chart.</p> <p>Finish reading the book.</p> <p><i>In this book, Andrew Clements and Yoshi tell the reader a lot about the character Shrimpy—both what he looks like on the outside and what he thinks and feels on the inside.</i></p>
<p>Closing 1 minute</p>	<p><i>Today we learned about the external and internal attributes of one character—Shrimpy. Tomorrow you will work with a partner to draw and write about the attributes of another character, and we will begin to develop a character together.</i></p>
<p>Standards</p>	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how. R.6.K.a With prompting and support, identify characters settings and major events in a story. R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. SL.3.K.a Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>
<p>Ongoing assessment</p>	<p>Listen for and make note of how children discuss characters. To what extent are they able to describe the external attributes of characters? To what extent are they able to describe the internal attributes of characters?</p>

	What information from the text do they use to describe internal attributes?
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WEEK 1 Day 3

Writing Fictional Narrative
Deconstruction and Joint Construction: Character Development

Content Objective	With my class I can create a character for a fictional narrative. (W.3.K.b)								
Language Objective	I can describe characters in a text. (SL.3.K.a)								
Vocabulary	<p>character: a person or animal in the story</p> <p>attribute: a quality or feature of something or someone</p> <p>plot: the events in a story</p>								
Materials and Preparation	<ul style="list-style-type: none"> ● Character Attributes sheets, 2 copies ● fictional narrative mentor texts: <i>Fish is Fish</i>, Leo Lionni (2 copies); <i>Big Al and Shrimpy</i>, Andrew Clements & Yoshi (2 copies); <i>Amazing Grace</i>, Mary Hoffman (2 copies); <i>Chrysanthemum</i>, Kevin Henkes (2 copies); <i>The Name Jar</i>, Yangsook Choi (2 copies), <i>Lon Po Po</i>, Ed Young (2 copies) ● writing tools ● chart paper and markers, pencil, and crayons or colored pencils <p>Prepare the following Character chart.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td colspan="2" style="padding: 5px;">Character:</td> </tr> <tr> <td style="width: 50%; padding: 5px;">External Attributes</td> <td style="width: 50%;"></td> </tr> <tr> <td style="padding: 5px;">Internal Attributes Traits:</td> <td></td> </tr> <tr> <td style="padding: 5px;">Feelings:</td> <td></td> </tr> </table>	Character:		External Attributes		Internal Attributes Traits:		Feelings:	
Character:									
External Attributes									
Internal Attributes Traits:									
Feelings:									

	<div style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-between;"> <div style="width: 45%; padding: 5px;">Interests:</div> <div style="width: 45%;"></div> </div>
Opening 1 minute	<p><i>Yesterday as a class we looked closely at the character Shrimpy and recorded his external and internal attributes. Today you will work with a partner to describe a different character. Then you will share what you found, and we will begin creating a character together as a class.</i></p>
Deconstruction in Pairs 18 minutes	<p>Show one Character Attributes sheet.</p> <p><i>Each pair will get a sheet like this, with a picture of the character. The box that has the picture says “External Attributes.” Remember, that is what we can see about a character on the outside. Look at the picture on your page and talk to your partner about what your character looks like. There is space in that box to add words, if you would like to draw or write anything else about how the character looks.</i></p> <p><i>The other box says “Internal Attributes.” Talk to your partner about how the character acts and feels in the book. Draw and write anything you remember. You can also look back at the book to get ideas.</i></p> <p>Distribute one Character Attribute sheet and corresponding text to each pair of children. As children work, circulate to support them, drawing their attention as necessary to pages in the text that most clearly illustrate the character’s attributes.</p> <p>After about 8 minutes, bring the class back together, sitting on the perimeter of the rug. Allow several pairs to share the external and internal attributes of their characters, and where they found the information in the text.</p>
Joint Construction 10 minutes	<p>Refer to the Character chart.</p> <p><i>We are going to write a fictional narrative together as a class, and today we are going to describe the main character. Our story can be about any character in the world—real or make believe! Take a moment to think about our character. Should it be an animal or person? What does the character look like? What does the character do and feel? What should our character’s name be?</i></p> <p><i>We are going to go around the circle, adding details to create a character together. If you do not want to add to our character, you</i></p>

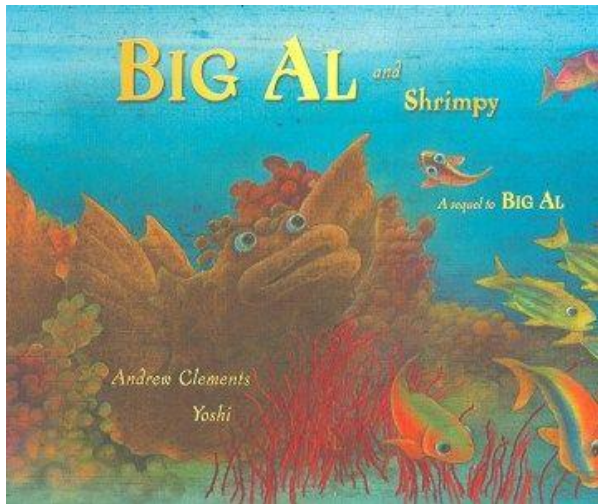
	<p><i>can say "Pass."</i></p> <p>Start with one child and elicit a detail about the character. Write the detail on the chart. For example, a child may name the character, and this can go at the top of the chart. Or a child might identify the character as a frog, which can be recorded as an external attribute; or as brave, which can be recorded as an internal attribute.</p> <p>Continue around the circle, asking children to add to the character's attributes. If a child provides a description that is inconsistent with how the character has been developed, pause and discuss whether or not that seems to fit with the character, and what should be adjusted in the character description. Continue until the character has been described fully.</p>
<p>Closing 1 minute</p>	<p><i>Today we developed a character together as a class. Tomorrow we will learn about how the character influences the plot of the fictional narrative—what happens in the story.</i></p>
<p>Standards</p>	<p>W.3.K.b Use a combination of drawing and writing to communicate a topic.</p> <p>SL.3.K.a Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>
<p>Ongoing assessment</p>	<p>Listen for and make note of how children discuss characters.</p> <p>To what extent are they able to describe the external attributes of characters?</p> <p>To what extent are they able to describe the internal attributes of characters?</p> <p>What information from the text do they use to describe attributes?</p>

Notes

Names: _____

Big Al

External Attributes:

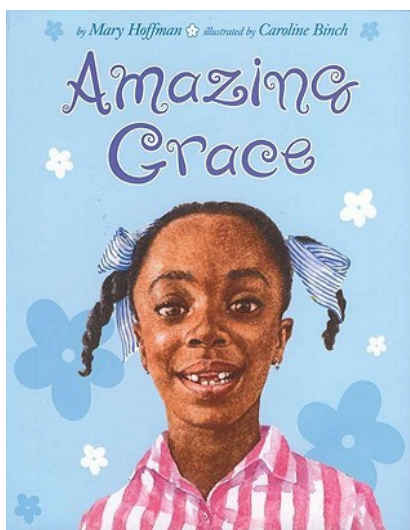


Internal Attributes:

Names: _____

Grace

External Attributes:



Internal Attributes:

Writing U3 W1 D2

Names: _____

Fish

External Attributes:

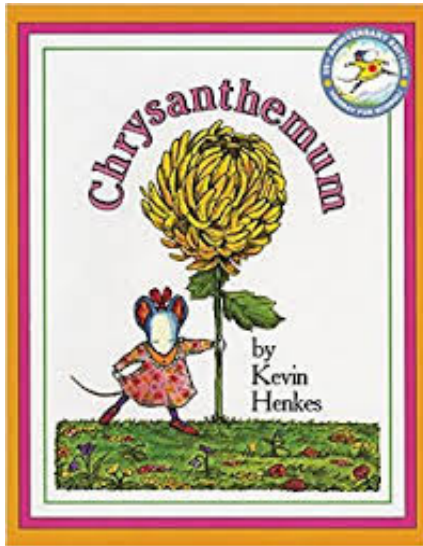


Internal Attributes:

Names: _____

Chrysanthemum

External Attributes:

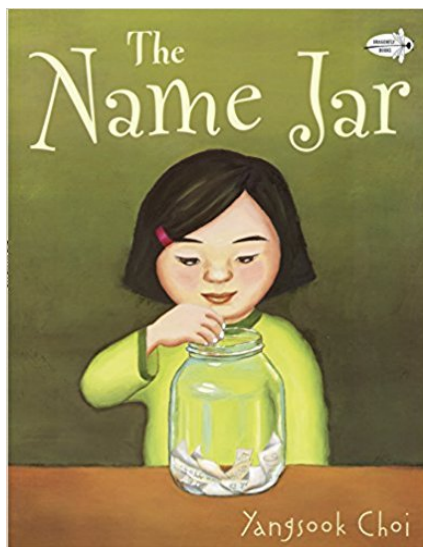


Internal Attributes:

Names: _____

Unhei

External Attributes:



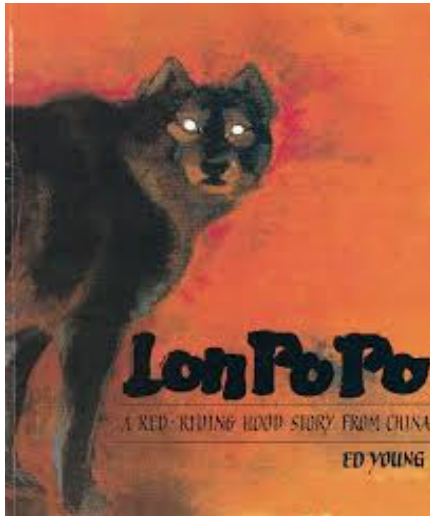
Internal Attributes:

Writing U3 W1 D2

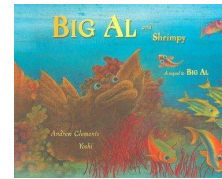
Names: _____

wolf

External Attributes:



Internal Attributes:



WEEK 1 Day 4

Writing Fictional Narrative
Deconstruction and Joint Construction: Plot

Content Objective	I can use character attributes to write a problem for a story. (W.3.K.b)
Language Objective	I can discuss with a partner how Shrimpy’s attributes impact the plot of the story. (R.6.K.a, R.6.K.b, SL.1.K.a)
Vocabulary	<p>character: a person or animal in the story</p> <p>fictional narrative: a genre of writing whose purpose is to entertain and to teach about something</p> <p>attribute: a quality or feature of something or someone</p> <p>plot: the events in a story</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Shrimpy chart, from Day 2 In the two boxes on the right-hand column of the chart, write “Impact on Plot.” ● <i>Big Al and Shrimpy</i>, Andrew Clements & Yoshi ● Character chart, from Day 3 In the two boxes on the right-hand column of the chart, write “Impact on Plot.” ● writing tools ● blank paper, one for each child
Opening 1 minute	<i>We have been learning about characters in fictional narratives. We have identified both external and internal attributes of characters. Today we will talk about how these attributes affect the plot—or what happens in the story.</i>
Deconstruction 13 minutes	<p>Refer to the Shrimpy chart.</p> <p><i>I added a new column to our chart. Next to both of the boxes we filled in are boxes that say “Impact on Plot.” We are going to talk about how the characters’ attributes affect what happens in the story. For example, an internal attribute of Chrysanthemum is that she loves her name when she is little. That is important to the story, because when she starts school she has a problem with her long</i></p>

	<p><i>name.</i></p> <p><i>Now let's think about Shrimpy.</i></p> <p>Review the external attributes recorded on the chart.</p> <p><i>Think, Pair, Share: How are these attributes important in the story? What happens in the story because Shrimpy is a small fish?</i> [the other fish don't want to be friends with him; he can only tag Big Al]</p> <p>Harvest the children's responses and add them to the chart. Refer back to the text as needed to support the discussion.</p> <p>Review the internal attributes recorded on the chart.</p> <p><i>Think, Pair, Share: How are these attributes important in the story? What happens in the story because Shrimpy is [clever/lonely]?</i> [because he is lonely, he becomes friends with Big Al; because he is clever, he saves Big Al]</p> <p>Harvest the children's responses and add them to the chart. Refer back to the text as needed to support the discussion.</p>
<p>Joint Construction 13 minutes</p>	<p>Refer to the Character chart.</p> <p><i>Now we are going to do the same thing—we will use our character attributes to plan for the plot of our fictional narrative.</i></p> <p><i>Let's review our character attributes. As we read them, think about a problem that this character might have.</i></p> <p>Read the external and internal attributes on the chart.</p> <p><i>Think, Pair, Share: Based on the character's attributes, what is one problem our character might have?</i></p> <p><i>Now you will have a chance to draw and write about a problem this character could have.</i></p> <p>Send the children to write. As they work, circulate to support them. As necessary, add notes to children's drawings so that their ideas can be preserved for class discussion the following day.</p>
<p>Closing 1 minute</p>	<p><i>Today we learned how character attributes influence the plot of a story. We also started thinking about a problem our character might have. Tomorrow we will share and dramatize our ideas.</i></p>
<p>Standards</p>	<p>R.6.K.a With prompting and support, identify characters settings and major events in a story.</p> <p>R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>W.3.K.b Use a combination of drawing and writing to communicate a</p>

	<p>topic.</p> <p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p>
<p>Ongoing assessment</p>	<p>Listen and take notes during children’s discussions about Shrimpy. What do they understand about the impact of character attributes on plot?</p> <p>Review children’s ideas for story problems. Do the problems connect with the character attributes? Which attributes do most children seem to connect to? Are there any trends emerging?</p>

Notes

WEEK 1 Day 5

Writing Fictional Narrative
Joint Construction: Plot

Content Objective	With my class I can create the plot of a fictional narrative by dramatizing. (W.3.K.b)
Language Objective	I can dramatize a story by adding dialogue in a clear voice. (SL.4.K)
Vocabulary	<p>character: a person or animal in the story</p> <p>attribute: a quality or feature of something or someone</p> <p>plot: the events in a story</p> <p>fictional narrative: a genre of writing whose purpose is to entertain and to teach about something</p> <p>stages: the parts of a piece of writing</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Character chart, from Day 3 ● children’s papers, from Day 4 ● materials for documenting story dramatizations (video or note taking)
Opening 1 minute	<i>Yesterday we learned about how character attributes affect the plot of a fictional narrative. You each thought about the character our class is developing and came up with a problem we could include in our story. Today you will share and sort your ideas, and we will act out some of your ideas.</i>
Joint Construction 28 minutes	<p>Distribute children’s papers. Refer to the Character chart.</p> <p><i>Take a look at the problem you wrote about yesterday. Think about whether your problem connects to our character’s external attributes—like how the character looks—or the character’s internal attributes—like how the character feels.</i></p> <p>Invite the children to share their ideas, citing whether the problem relates to the character’s external or internal attributes. Record their ideas in the chart in the boxes labeled “Impact on Plot.”</p>

	<p>After children share their ideas, choose one problem to dramatize. <i>Now we are going to use story acting to figure out how to develop our plot more. We will have to use our imaginations to figure out what might happen to our character with this problem.</i></p> <p>Be prepared to document the dramatization by taking video or notes, so that the ideas can be preserved for future writing.</p> <p>Invite children on stage to dramatize, using both actions and dialogue. Guide their dramatization to develop the plot of a story, using the following prompts as helpful during the acting.</p> <p><i>Where does this character live? What might the character be doing at the beginning of the story? What other characters should we include? What does the problem look like? How can the problem be solved? What can someone learn from this character’s story?</i></p> <p>Repeat the process to dramatize another possible problem or problems, as time allows.</p>
<p>Closing 1 minute</p>	<p><i>Today we started working out the plot of our fictional narrative by dramatizing different problems our character could have. Next we will learn more about the stages of fictional narrative and continue working on our plot.</i></p>
<p>Standards</p>	<p>W.3.K.b Use a combination of drawing and writing to communicate a topic. SL.4.K Speak audibly and express thoughts, feelings, and ideas clearly.</p>
<p>Ongoing assessment</p>	<p>Reflect on children’s dramatization.</p> <p>To what extent does their dramatization reflect the planned character attributes? How much guidance do children need to develop the plot of the fictional narrative? How complex is the plot? Are children able to identify what others can learn from the fictional narrative?</p>

Notes

Unit 3: Construction

WEEK 1

Stations

Station	Activities	Materials Add writing and drawing tools at each station.
Strategic Small Group Instruction	Dedicate the majority of Stations time to strategically targeted small group instruction.	
Reading	Independent and Partner Reading	<ul style="list-style-type: none"> ● collection of high-interest picture books, including on the topic of study (construction)
Pocket Chart	“Over in the Meadow”	<ul style="list-style-type: none"> ● “Over in the Meadow” sentence strips ● pocket chart and pointer ● “Over in the Meadow” on chart ● “Over in the Meadow” child copies
Listening & Speaking	Talk Time	<ul style="list-style-type: none"> ● Week 1 Talk Time image and prompt ● 1-minute sand timers, optional
	Listen and Respond	<ul style="list-style-type: none"> ● technology for listening to recorded text ● <i>The Three Little Pigs</i> recording ● <i>The Three Little Pigs</i>, Paul Galdone ● conversation prompts, cut apart
Writing	<i>Wolves</i>	<ul style="list-style-type: none"> ● <i>Wolves</i>, Seymour Simon ● writing prompt sheet, one copy for each child ● writing and drawing tools
Word Work	Beginning Sound BINGO 3	<ul style="list-style-type: none"> ● BINGO boards ● letter cards or magnetic letters ● BINGO Caller Card (several copies with pencils, or one copy in a sheet protector, with dry erase marker and eraser)
	Say, Tap, Build, Read	<ul style="list-style-type: none"> ● Say, Tap, Build, Read Sheets, one for each child ● pencils ● letter tiles
	Word Hunt	<ul style="list-style-type: none"> ● Word Hunt cards, cut apart, one set for each child ● Word Hunt recording sheets, one for each child ● pencils

Talk Time Week 1



Listening & Speaking Station: Talk Time U3 W1

This house is being built in the city. What do you notice about the materials the builders are using and how they are building it?

This house is being built in the city. What do you notice about the materials the builders are using and how they are building it?

This house is being built in the city. What do you notice about the materials the builders are using and how they are building it?

This house is being built in the city. What do you notice about the materials the builders are using and how they are building it?

This house is being built in the city. What do you notice about the materials the builders are using and how they are building it?

The Three Little Pigs

How did the third little pig trick the wolf?

The Three Little Pigs

How did the third little pig trick the wolf?

The Three Little Pig

How did the third little pig trick the wolf?

The Three Little Pig

How did the third little pig trick the wolf?

Name: _____








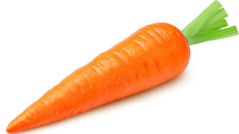

Writing Station: *Wolves*








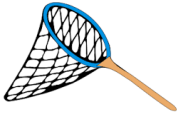

What is true about wolves? What is not true? Draw and write on both sides of the chart.

True facts about wolves	How fairy tales portray wolves










Writing Station U3 W1










BINGO 3 Cards






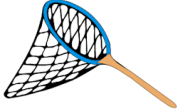



		
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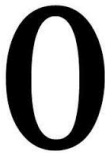






Word Work Station U3 W1

		
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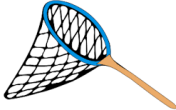



		
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Word and Sound Bank

<p>A astronaut</p> 	<p>B bed, baby, ball, basket</p> 	<p>C, K cake, carrot, can, kangaroo</p> 	<p>D duck, door, donut</p> 	<p>E exercise</p> 
<p>F fire, feet</p> 	<p>G goat</p> 	<p>H hijab</p> 	<p>I igloo</p> 	<p>J juice, jellyfish, jellybeans</p> 
<p>L lemon</p> 	<p>M monkey, mitten</p> 	<p>N net</p> 	<p>O orange</p> 	<p>P peacock, pencil</p> 
<p>Q quilt</p> 	<p>R rain, rake</p> 	<p>S soup</p> 	<p>T table</p> 	<p>U umbrella, up</p> 
<p>V violin</p> 	<p>W water, wallet, window</p> 	<p>X box</p> 	<p>Y yoyo, yarn</p> 	<p>Z zero, zipper</p> 

BINGO Caller Card

Put an **X** in the box each time you call a letter or sound.

Aa	Bb	Cc	Dd	Ee	Ff
Gg	Hh	Ii	Jj	Kk	Ll
Mm	Nn	Oo	Pp	Qu qu	
Rr	Ss	Tt	Uu	Vv	Ww
Xx	Yy	Zz			

Name: _____


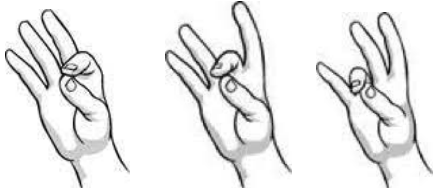


Say	Tap	Build	Read
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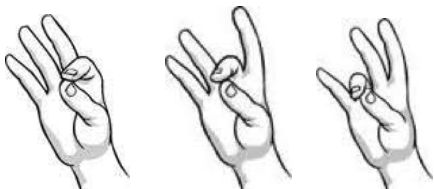


Say the word.


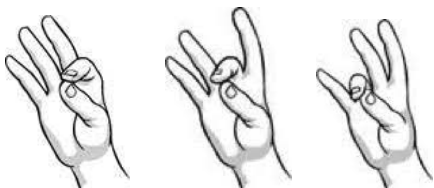

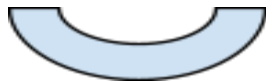
Tap the sounds.

Build the word.

Read the word.

			
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 <small>the Struck</small>			
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Name: _____

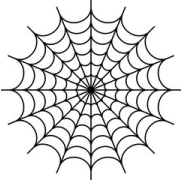



Say	Tap	Build	Read
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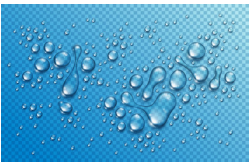
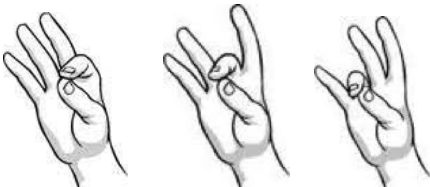


Say the word.





Tap the sounds.

Build the word.


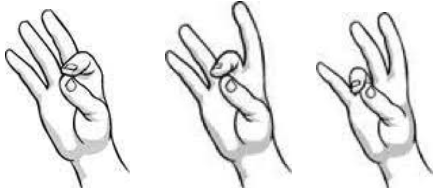



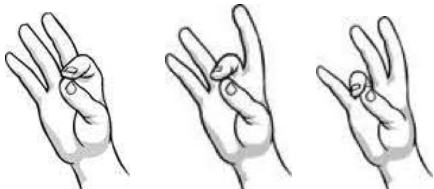


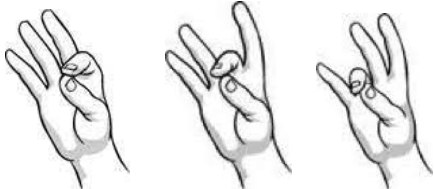


Read the word.

			
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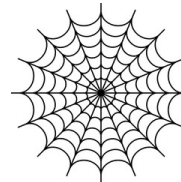
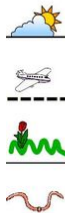
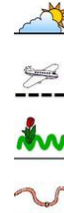
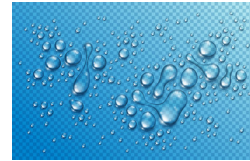
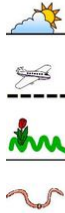
			
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Name: _____

Say	Tap	Build	Read
Say the word.	Tap the sounds.	Build the word.	Read the word.
			
			
			

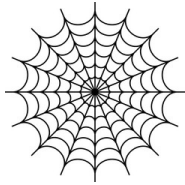
Name: _____

Write it!



Word Work Station U3 W4

Word Bank



web



pit



kit



rug



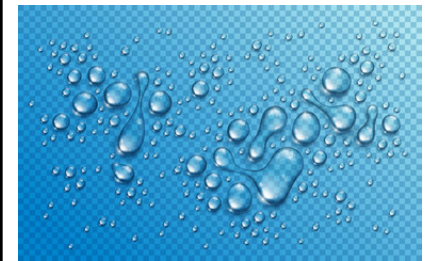
wig



zap



pod



wet

Word Hunt Cards

Look for these words around the room and in books. Read and write them!

I

am

the

little

we

you

my

you

see

and

























is

can

Name: _____

























Word Hunt

I found them. I can read them. I can write them!

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  -----  	  -----  
  -----  	  -----  

Word Work Station U3 W1

I found them. I can read them. I can write them!

WEEK 1

Shared Reading

<p align="center">“Popsicle Sticks and Glue” modified from the poem by Leslie D. Perkins</p>			
<p>Standards: R.2.K.a R.2.Kd R.3.K.c R.3.K.d</p>	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>We’re building a creation of popsicle sticks, Just popsicle sticks and glue.</p> <p>Houses and fences, sidewalks and streets, A school and a library, too; Museums, churches, temples, shops, A playground, a park and a zoo.</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Isn’t it wonderful what we can do With popsicle sticks and a new tube of glue?</p> <p>If you’re wondering what it will be, You’ll have to come and see!</p> </td> </tr> </table>	<p>We’re building a creation of popsicle sticks, Just popsicle sticks and glue.</p> <p>Houses and fences, sidewalks and streets, A school and a library, too; Museums, churches, temples, shops, A playground, a park and a zoo.</p>	<p>Isn’t it wonderful what we can do With popsicle sticks and a new tube of glue?</p> <p>If you’re wondering what it will be, You’ll have to come and see!</p>
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<p>Session 1</p>	<p>Opening: <i>Today we will learn a new poem, and it is not about animals... We are beginning a new unit of study about construction!</i> Invite a child to point to the title. <i>The title is “Popsicle Sticks and Glue.”</i> <i>What do you think this poem might be about?</i> <i>What can you do with popsicle sticks and glue?</i></p> <p>Fluency: Teach the poem by inviting children to echo after every two lines while tracking the print with a pointer.</p> <p>Meaning Making: <i>What construction do you think the author built?</i> <i>What clues in the text help you to know what this?</i></p>		

“Popsicle Sticks and Glue”

modified from the poem by Leslie D. Perkins

Standards:

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

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popsicle sticks,
Just popsicle sticks and glue.

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Session 2**Fluency:**

Invite a child to track the print with a pointer as you read the poem.
Invite children to echo two to four lines at a time.
Then, chorally read the full poem.

Phonological Awareness:

*This poem has rhyming words—words that sound the same at the end.
What are some words that rhyme?*

After children point out some of the rhyming words, highlight
zoo/glue/do.

*We can change the first sound in words to make other words that
rhyme.*

*If we change the /g/ in “glue” to /k/, what word is that? It’s “clue,” and
it rhymes with “glue.” If we change the /z/ in “zoo” to /b/, what word is
that? It’s “boo,” and it rhymes with “zoo.”*

Word Recognition:

*“Be” is a new high frequency word in this text. The letter e in the word
makes the long /e/ sound; it makes the sound of its name.*

“Come” is another high frequency word.

What vowel sound do you hear in “come”?

*That’s right! It’s spelled with an o, but the sound we hear is the short u,
/u/.*

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Standards:

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

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Session 3**Phonological Awareness:**

Cover the poem so that children do not see the print.

We have been noticing the sounds in words, and we can blend the sounds together to say a word.

I am going to say the sounds of a word and you will blend them together into a word.

Say /g/-/l/-/oo/ with a long pause in between each sound.

What word is that? It’s “glue.”

Repeat the same exercise with the words “just,” “shops,” and “have.”

Fluency:

Show the poem and invite children to chorally recite the poem.

Language Conventions:

The author of the poem uses both capital and lower-case letters in this poem.

Where are the capital letters?

Invite children to identify the capital letter at the beginning of sentences and the ending punctuation.

Locate the question mark and exclamation point in the poem.

Model using the punctuation to guide expressive reading.

Extensions**Change One Sound Game (also known as “Chaining”):**

Say a CVC word and invite children to create new words by selecting a different initial, medial or final sound. Invite children to make as many words as they can stemming from one starting word. (ie. cat→ cut→ but→ bat→ pat→ pal, etc)

High frequency word practice:

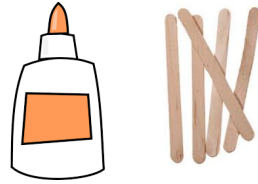
While showing the words on index cards, invite children to orally spell and read previously learned words. For fun, ask them to use a robot voice or any other silly voices.

Name: _____

Date: _____

Popsicle Sticks and Glue

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