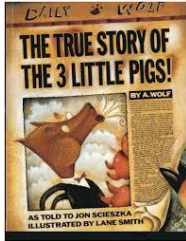


## Unit 3: Construction

## WEEK 2 At a Glance

Texts



### Read Aloud

Day 1: *The True Story of the Three Little Pigs*, Read 1

Day 2: *The True Story of the Three Little Pigs*, Read 2

Day 3: *The True Story of the Three Little Pigs*, Read 3

Day 4: *The True Story of the Three Little Pigs*, Read 4

Day 5: *The True Story of the Three Little Pigs*, Read 5

### Centers

Art Studio Table: Clay Sculptures (Day 2-5)

Art Studio Easel: Inspired by Boston with Pastels (Day 3-5)

Blocks: Construction Stability Challenge 1 (Day 3-5)

Dramatization: Acting The Three Little Pigs 2 (Day 1-5)

Library & Listening: Research for Inspiration (Day 2-5)

Discovery Table: Constructing the Pig Houses (Day 4-5)

STEM: Weight and Stability (Day 1-5)

Writing & Drawing: Construction Drawings 2 (Day 1-5)

**Writing:** Fictional Narrative

**Phonics:** Follow Guide

### Stations

Strategic Small Group Instruction

Reading: Independent and Partner Reading

Pocket Chart: "Popsicle Sticks and Glue"

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

Writing: *The Three Little Pigs*

Word Work: Make it Rhyme, Changing Ending Sounds, Read Build Write Trick Words

**Shared Reading:** "If I Could Make a City"

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

**Math:** Follow Guide

At a Glance U3 W2



perspective

<https://www.pinterest.com/pin/268456827763595642/>



bright

<https://www.nydailynews.com/life-style/orchestra-practice-recycled-orchestra-cateura-gallery-1.3414434>

Read Aloud Vocabulary U3 W2



rude

<https://antibullyingsoftware.com/blog/bullying-advice-for-teachers/teasing-and-bullying-how-to-know-when-teasing-crosses-the-line-and-becomes-hurtful/>



clear

[https://www.4abetterspace.com/blog/view/757/the\\_benefits\\_of\\_raising\\_an\\_organized\\_child53-6580c2a02f9.html](https://www.4abetterspace.com/blog/view/757/the_benefits_of_raising_an_organized_child53-6580c2a02f9.html)

Read Aloud Vocabulary U3 W2



**Read Aloud**  
***The True Story of the Three Little Pigs***  
 Read 1 of 5

<b>Big Ideas</b>	People’s perspectives depend on culture, history, location, age, and personal views or ideas. All perspectives are valid. Stories help us experience different perspectives.
<b>Unit Question</b>	What processes help people construct structures, ideas, and works of art?
<b>Guiding Questions</b>	What processes help people construct structures, ideas, and works of art?
<b>Content Objectives</b>	I can ask and answer questions about key details as well as questions about words and phrases in the story. (R.4.K, R.7.K)
<b>Language Objective</b>	I can clarify the text by asking questions about key details from the story in a group discussion. (SL.2.K.a)
<b>Vocabulary</b>	<p><b>secret:</b> something not told or shown to other people</p> <p><b>at fault:</b> responsible for causing harm or causing an accident</p> <p><b>bright:</b> smart</p> <p><b>rude:</b> very impolite, offensive</p> <p><b>perspective:</b> a way to see or think about something, point of view</p> <p><b>clear(ed):</b> to remove things that are blocking a place</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>The True Story of the Three Little Pigs</i>, Jon Scieszka Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the page that begins “Everybody knows the story...”</li> <li>● <i>The True Story of the Three Little Pigs</i> vocabulary cards</li> <li>● Sentence Frames for Discussion chart, from Unit 2, Week 2, Day 3</li> <li>● chart paper and marker</li> </ul>

Prepare a Today's Question survey chart using an adjective chosen by the children in Week 1 Day 4.

Is the wolf in <i>The Three Little Pigs</i> bad or mean?	
Yes	No

At the beginning of the day, post the Today's Question chart. As children come into the room, or during morning meeting, ask children, "Is the wolf bad or mean?" Have children sign their names under their responses.

Note: Because of personal experiences, some children may find the reference to jail on the final page distressing. Other children will have limited or no exposure to these realities and may offer responses based on stereotypes. Either way, young children grapple, developmentally and appropriately, with ideas of good and evil, reward and punishment; this is visible in their play, their conversations, and their responses to text and other media. Think carefully about your own ideas about policing, wrongdoing, punishment, and community safety. Come to this lesson sensitive to families' realities, and recognize that some children's responses will be surprising, potentially referencing experiences they and their families have not previously revealed. Be prepared to welcome and respond to all children's ideas and perspectives without making broad statements, and provide additional time outside of the lesson for strategically facilitated conversations about this complex topic.

**Opening**  
1 minute

Gather the class to review the Today's Question chart and introduce the text.

*This morning you gave your opinions about the wolf from The Three Little Pigs. We're going to read another version of this fairytale, and at the end of the week we will do this survey again to see what you think.*

Share the results of the survey and invite children to notice trends. Prompt children to share why they responded as they did.

*This story is called The True Story of the Three Little Pigs. The author of the story is Jon Scieszka and he wrote the story as if the wolf was telling the story. See how it says here, "By A. Wolf?"*

Refer to cover.

	<p><i>I see here in the title that it says the “true” story. When something is true, it means that it’s real—it really happened. I thought we knew what really happened when we read The Three Little Pigs last week, but maybe we do not really know! Sometimes different people have different ideas of what is true, they have different <b>perspectives</b>.</i></p> <p>Set a purpose for reading.  <i>After we read the story today you will share your questions about the events to make sure we really understand the wolf’s version of this story.</i></p>
<p><b>Text and Discussion</b>  12 minutes</p> <p>page 1</p>	<p><b>Secret</b> means something you don’t tell or show other people. The wolf is telling us that his version of the story is a secret—nobody knows it! I can’t wait to keep reading to find out what he has to say!</p>
<p>page 3</p>	<p><i>The wolf said, “Hey, it’s not my <b>fault</b> wolves eat cute little animals like bunnies and sheep and pigs. That’s just the way we are.” What does he mean here?</i></p> <p>Elicit ideas and prompt as needed by defining <b>fault</b>. Highlight children’s ideas that connect the text to factual information about wolves.</p>
<p>page 8</p>	<p><i>The wolf said the pig “wasn’t too bright.” <b>Bright</b> means very smart. Based on what we learned about the properties of straw last week, do you agree with the wolf? Why or why not?</i></p> <p>Harvest ideas and prompt as needed by reminding children of the values of straw as a building material.</p> <p><i>This wolf sure doesn’t seem to know all the benefits of straw as a material! I heard some of you say it’s a bad idea because it’s not as strong as something like brick, but some of you mentioned that all materials have different benefits.</i></p>
<p>page 15</p>	<p><i>Wait a minute...this is not the same as the other version we know! According to the wolf, why did he eat the first little pig?</i></p> <p>Harvest ideas and prompt as needed by rereading page 15 or referring to the illustration on page 14.</p>
<p>page 16</p>	<p><i>Do you agree with the wolf? Does he seem to know a lot about the properties of building materials? We know it can be really smart to build out of wood!</i></p>
<p>page 20</p>	<p><i>“To be the brains of the family” is an expression to say someone is clever. It can be clever to build out of bricks, but it depends on what kind of structure you want to build.</i></p>

<p>page 27</p>	<p>After reading the page, clarify the ending of the text by inviting children to analyze key words and phrases.</p> <p><i>When the wolf said the reporters “jazzed up the story with all that huff and puff and blow your house down,” what did he mean? Let’s look at the newspaper more closely as we think about that question.</i></p> <p>Read the headlines on the newspaper article and prompt children to respond to the question by referring to the illustration, as needed.</p> <p><i>He means they lied, that’s what he means by “I was framed.” They made up a story about him being bad!</i></p> <p>As noted in the materials section of this lesson guide, address this part of the text with particular sensitivity and awareness.</p>
<p><b>Key Discussion and Activity</b> 6 minutes</p>	<p>Gather children in a circle for a whole group discussion.</p> <p><i>This version of the story was different than the one we read last week. Is there anything that you are finding confusing about the wolf’s story? Do you have questions, or are you wondering about anything? If one friend asks a question that someone else has an idea about, raise your hand and you can respond to her question.</i></p> <p>Have an open discussion, using the Sentence Frames for Discussion to surface children’s wonderings and responses. If children do not voice questions, model a wondering, such as: <i>Why did the third little pig not want to give the wolf sugar?</i> Turn to the page of the text where that event happened and invite children to respond to the question.</p> <p>Use children’s wonderings as a time to surface any misconceptions that can be addressed in the following lessons. As children share questions, turn to the pages of text that correspond to their questions to allow for deeper and more specific wonderings.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Tomorrow we’ll read this story again. Some of your questions might be answered when you hear the story for a second time.</i></p>
<p><b>Standards</b></p>	<p><b>R.4.K</b> Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p><b>R.7.K</b> With prompting and support, ask and answer questions about unknown words in a text.</p> <p><b>SL.2.K.a</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
<p><b>Ongoing assessment</b></p>	<p>Listen to children’s responses during the partner and whole group share.</p> <p>Do children use details from the text and illustrations to support their thinking?</p> <p>Do children ask questions about key details, words and phrases?</p>

	<p>Do children identify and articulate their wonderings? Do children use details from the story to respond to the questions of peers?</p>	
<p><b>Center Activities</b></p>	<p><b>Art Table</b></p>	<p>Children create clay sculptures.</p>
	<p><b>Art Easel</b></p>	<p>Children draw with pastels inspired by <i>Our Town</i>.</p>
	<p><b>Blocks</b></p>	<p>Children work on the stability challenge.</p>
	<p><b>Dramatization</b></p>	<p>Children act out <i>The Three Little Pigs</i>.</p>
	<p><b>Library &amp; Listening</b></p>	<p>Children research for inspiration.</p>
	<p><b>Discovery Table</b></p>	<p>Children construct the pigs' houses.</p>
	<p><b>Writing &amp; Drawing</b></p>	<p>Children create construction drawings.</p>

**Notes:**





**Read Aloud**  
***The True Story of the Three Little Pigs***  
 Read 2 of 5

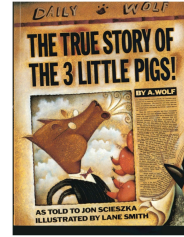
<b>Big Ideas</b>	People’s perspectives depend on culture, history, location, age, and personal views or ideas. All perspectives are valid. Stories help us experience different perspectives.
<b>Unit Question</b>	What processes help people construct structures, ideas, and works of art?
<b>Guiding Questions</b>	What processes help people construct structures, ideas, and works of art?
<b>Content Objectives</b>	I can retell the key events in a story. (R.5.K.a, R.5.K.b)  I can identify and describe characters in a story by acting out the story. (R.6.K.a, R.6.K.b)
<b>Language Objective</b>	I can speak audibly and clearly when acting out a story. (SL.4.K)
<b>Vocabulary</b>	<b>secret:</b> something not told or shown to other people <b>at fault:</b> responsible for causing harm or causing an accident <b>bright:</b> smart <b>rude:</b> very impolite, offensive <b>perspective:</b> a way to see or think about something, point of view <b>clear(ed):</b> to remove things that are blocking a place
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>The True Story of the Three Little Pigs</i>, Jon Scieszka</li> <li>● <i>The True Story of the Three Little Pigs</i> vocabulary cards</li> </ul> <p>See the note in Day 1.</p>
<b>Opening</b>	Introduce the text and set a purpose for reading.

1 minute	<i>Today we will read this new version, possibly the true version, of the Three Little Pigs, again. We will act out the important characters and the events in the story as we read today and then retell the story with a partner.</i>
<b>Text and Discussion</b> 12 minutes page 1	Gather children in a circle to dramatize <i>The True Story of the Three Little Pigs</i> . As in Storytelling and Story Acting, invite children on stage to dramatize while reading the story.
page 6	Invite children to use key details to describe the wolf and inform how he should be played by the actors. <i>What have we learned about the wolf so far from the words and from the illustrations?</i> Harvest children’s ideas and prompt children, as needed, to reference illustrations.  <i>Yes, he has small teeth, and he is making a cake, with a bunny in it, since wolves eat bunnies. If he’s making a cake for his granny, that shows he’s caring. We also learned that he has a cold. Let’s try to show that when we act out his character.</i>
pages 13-15	Use story acting to clarify the wolf’s actions and intentions for going to the pig’s house. For example, encourage the child acting the wolf’s part to think about how this wolf, verses the wolf in the classic version, would eat the pig if he didn’t mean to kill it. Ask children probing questions like, <i>Would this wolf gobble the pig, or sit down properly with a fork and knife?</i>
page 21	<i>The wolf said the third little pig was rude. If you act <b>rude</b>, it means you are not using manners and you might be hurting someone’s feelings.</i>
page 24	<i>The wolf was “making a scene,” which is an expression that means he is acting so loud and crazy that it almost looks like a show, or a scene from a movie.</i>  <i>How do you think the wolf feels if he is “making a scene?”</i>
page 28	Invite children to play the parts of the newspaper reporters. As noted in Day 1, be sensitive to the fact that the concept of jail and arrest may bring up trauma for some children. Facilitate discussions that move children away from bias-filled stereotypes of these concepts.  <i>Was it fair that the wolf was put in jail? What do you think?</i>

	Harvest ideas and allow children’s concerns or questions about jail to surface. As noted in Day 1, allow time at another time of day for further and deeper discussion of the concepts of jail, justice, and whether how and who goes to jail is fair or not fair.												
<b>Key Discussion and Activity</b> 6 minutes	Invite children to retell key events by talking with partners. Have children identify themselves as Partners A and B. <i>What happened in the story?</i> <i>Partner A, tell the first thing you remember that happened in the story.</i> <i>Partner B, tell what happened next.</i> <i>Continue taking turns to retell the events of the story so far.</i> Circulate with the text and prompt children, as needed, to reference illustrations.												
<b>Closing</b> 1 minute	<i>Tomorrow we will continue working with this book and learning about the wolf.</i>												
<b>Standards</b>	<b>R.5.K.a</b> Retell familiar texts with prompting and support, including details about who, what, when , where and how. <b>R.5.K.b</b> Retell key details of text with prompting and support, including the main topic. <b>R.6.K.a</b> With prompting and support, identify characters settings and major events in a story. <b>R.6.K.b</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. <b>SL.4.K</b> Speak audibly and express thoughts, feelings, and ideas clearly.												
<b>Ongoing assessment</b>	Listen to children’s responses during the whole group share and Turn and Talk.  Do children identify key events in the story? Do children retell the story in sequence?												
<b>Center Activities</b>	<table border="1"> <tr> <td><b>Art Table</b></td> <td>Children create clay sculptures.</td> </tr> <tr> <td><b>Art Easel</b></td> <td>Children draw with pastels, inspired by Boston.</td> </tr> <tr> <td><b>Blocks</b></td> <td>Children work on the stability challenge.</td> </tr> <tr> <td><b>Dramatization</b></td> <td>Children act out <i>The Three Little Pigs</i>.</td> </tr> <tr> <td><b>Library &amp; Listening</b></td> <td>Children research for inspiration.</td> </tr> <tr> <td><b>Discovery Table</b></td> <td>Children construct the pigs’ houses.</td> </tr> </table>	<b>Art Table</b>	Children create clay sculptures.	<b>Art Easel</b>	Children draw with pastels, inspired by Boston.	<b>Blocks</b>	Children work on the stability challenge.	<b>Dramatization</b>	Children act out <i>The Three Little Pigs</i> .	<b>Library &amp; Listening</b>	Children research for inspiration.	<b>Discovery Table</b>	Children construct the pigs’ houses.
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	<b>Writing &amp; Drawing</b>	Children create construction drawings.
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**Notes**



**Read Aloud**  
***The True Story of the Three Little Pigs***  
 Read 3 of 5

<b>Big Ideas</b>	People’s perspectives depend on culture, history, location, age, and personal views or ideas. All perspectives are valid. Stories help us experience different perspectives.
<b>Unit Question</b>	What processes help people construct structures, ideas, and works of art?
<b>Guiding Questions</b>	What processes help people construct structures, ideas, and works of art?
<b>Content Objectives</b>	I can identify perspectives in order to describe and compare the wolf character from two tales. (R.6.K.a, R.6.K.b, R.11.K.b, R.11.K.d)
<b>Language Objective</b>	I can listen to and build on the ideas of my peers in a group discussion. (SL.1.K.b)
<b>Vocabulary</b>	<p><b>secret:</b> something not told or shown to other people</p> <p><b>at fault:</b> responsible for causing harm or causing an accident</p> <p><b>bright:</b> smart</p> <p><b>rude:</b> very impolite, offensive</p> <p><b>perspective:</b> a way to see or think about something, point of view</p> <p><b>clear(ed):</b> to remove things that are blocking a place</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>The True Story of the Three Little Pigs</i>, Jon Scieszka</li> <li>● <i>The Three Little Pigs</i>, Paul Galdone</li> <li>● <i>The True Story of the Three Little Pigs</i> vocabulary cards</li> <li>● Sentence Frames for Discussion chart, from Unit 2, Week 2, Day 3</li> <li>● <i>The Three Little Pigs</i> Story Elements chart from Week 1, Day 1</li> <li>● “Perspective” slides</li> </ul>
<b>Opening</b>	Gather children to engage with the concept of “perspective.”

<p>5 minutes</p>	<p><i>We have read two versions of the Three Little Pigs story.</i></p> <p>Show both texts.</p> <p><i>The perspective in these two versions is different. <b>Perspective</b> means a point of view. How one person or animal sees something or thinks about something can be different than how someone else does.</i></p> <p>Display slides.</p> <p><i>Let’s look at these photographs to help us think about perspective. These slides do not have anything to do with our stories, rather they just help us understand what perspective means.</i></p> <p>Discuss the different points of view.</p> <p><i>How do the first two photographs show the perspective of a human adult?</i></p> <p>Harvest children’s ideas and prompt their thinking by inviting specific observations of the photographs.</p> <p><i>How do the second two photographs show the perspective of an ant?</i></p> <p>Harvest children’s ideas and prompt their thinking by inviting specific observations of the photographs.</p> <p><i>These photos show different perspectives of the same grassy field. Our two books here show different perspectives of the same fairy tale. The True Story of Three Little Pigs is told from the perspective of the wolf. In The Three Little Pigs, the storyteller shares the perspective of the pigs; it’s how the pigs see the story.</i></p> <p>Hold up each text.</p> <p>Set a purpose for reading.</p> <p><i>Today we will read the wolf’s version of the story again in order to really understand how the wolf feels. When we finish reading, we will discuss whether or not you believe his version of the story.</i></p>
<p><b>Text and Discussion</b> 7 minutes pages 1-14</p>	<p>Read the beginning pages without stopping.</p>
<p>page 15</p>	<p>Stop after reading page 15 to determine the problem in the story.</p> <p><i>Let’s look at our Story Elements chart to see what the problem in the story was in The Three Little Pigs. It says the problem was that the wolf wanted to eat the pigs. Is that a true statement in this version of the story? Did the wolf want to eat the pigs? What makes you</i></p>

	<p><i>think that?</i></p> <p>Harvest children’s ideas and prompt them to use key details from the text to support their ideas. As needed, ask the following scaffolded questions:  <i>Why did the wolf go to the pig’s house? Why does the wolf eat the pig in the wolf’s version of the story?</i></p>
page 20	<p>Stop after reading the page to determine the wolf’s problem.  <i>I think this version of the story has a different problem! It’s not the pigs’ problem, rather it is the wolf’s problem because it’s the wolf’s perspective! What is the wolf’s problem in the story so far?</i></p> <p>Harvest children’s ideas and prompt as needed by rereading “and I still didn’t have my cup of sugar.”</p>
page 22	<p><i>Oh my! Sit on a pin—that would hurt the wolf’s granny! How did the rude pig’s comment make the wolf feel?</i></p> <p>Read through to the end of the text.</p>
page 28	<p>Invite children to turn and talk to determine the wolf’s feelings.  <i>How did the wolf feel when the reporters called him the Big Bad Wolf?</i></p> <p><i>That’s right, he felt like it wasn’t true, like he was called a name that didn’t match what really happened.</i></p>
<b>Key Discussion and Activity</b> 6 minutes	<p>Gather children in a circle for a whole group discussion and display the Sentence Frames for Discussion chart.  <i>Now that we’ve heard his side of the story, do you believe the wolf? Why or why not? Remember to use our silent discussion signals and our discussion prompts to grow our ideas together.</i></p> <p>As children share their opinions, prompt them to support their ideas with key details from the text.</p>
<b>Closing</b> 1 minute	<p><i>You may or may not believe him, but at least we know the wolf’s perspective! Tomorrow we’ll have a chance to keep or change our opinion on the Today’s Question chart.</i></p>
<b>Standards</b>	<p><b>R.6.K.a</b> With prompting and support, identify characters settings and major events in a story.</p> <p><b>R.6.K.b</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>R.11.K.b</b> With prompting and support, compare and contrast the experiences of characters in two or more familiar texts.</p> <p><b>R.11.K.d</b> With prompting and support, compare and contrast two texts on the same topic.</p> <p><b>SL.1.K.b</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>

<p><b>Ongoing assessment</b></p>	<p>Listen to children’s responses during the partner and whole group share.          Do children support an opinion with details from the text and illustrations?          Do children make connections and comparisons between the two versions of the tale?          Do children listen and build on the ideas of their peers in a group discussion?</p>														
<p><b>Center Activities</b></p>	<table border="1"> <tr> <td data-bbox="451 506 678 573"><b>Art Table</b></td> <td data-bbox="678 506 1406 573">Children create clay sculptures.</td> </tr> <tr> <td data-bbox="451 573 678 640"><b>Art Easel</b></td> <td data-bbox="678 573 1406 640">Children draw with pastels, inspired by <i>Our Town</i>.</td> </tr> <tr> <td data-bbox="451 640 678 707"><b>Blocks</b></td> <td data-bbox="678 640 1406 707">Children work on the stability challenge.</td> </tr> <tr> <td data-bbox="451 707 678 774"><b>Dramatization</b></td> <td data-bbox="678 707 1406 774">Children act out <i>The Three Little Pigs</i>.</td> </tr> <tr> <td data-bbox="451 774 678 884"><b>Library &amp; Listening</b></td> <td data-bbox="678 774 1406 884">Children research for inspiration.</td> </tr> <tr> <td data-bbox="451 884 678 993"><b>Discovery Table</b></td> <td data-bbox="678 884 1406 993">Children construct the pigs’ houses.</td> </tr> <tr> <td data-bbox="451 993 678 1102"><b>Writing &amp; Drawing</b></td> <td data-bbox="678 993 1406 1102">Children create construction drawings.</td> </tr> </table>	<b>Art Table</b>	Children create clay sculptures.	<b>Art Easel</b>	Children draw with pastels, inspired by <i>Our Town</i> .	<b>Blocks</b>	Children work on the stability challenge.	<b>Dramatization</b>	Children act out <i>The Three Little Pigs</i> .	<b>Library &amp; Listening</b>	Children research for inspiration.	<b>Discovery Table</b>	Children construct the pigs’ houses.	<b>Writing &amp; Drawing</b>	Children create construction drawings.
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**Notes**





**Read Aloud**  
*The True Story of the Three Little Pigs*, Read 4 of 5  
 Writing in response to text

<b>Big Ideas</b>	People’s perspectives depend on culture, history, location, age, and personal views or ideas. All perspectives are valid. Stories help us experience different perspectives.
<b>Unit Question</b>	What processes help people construct structures, ideas, and works of art?
<b>Guiding Questions</b>	What processes help people construct structures, ideas, and works of art?
<b>Content Objective</b>	I can write, draw, and talk about my opinion of a character from a story using details from the story to support my ideas. (W.3.K.b, W.1.K.b)
<b>Language Objective</b>	I can share my opinion orally and support it with a detailed drawing. (SL.3.K.b)
<b>Vocabulary</b>	<p><b>opinion:</b> what a person thinks or believes</p> <p><b>reason:</b> why the audience should do or think something</p> <p><b>convince:</b> to persuade someone else think, believe, or do something</p> <p><b>debate:</b> a discussion about a topic in which participants try to convince others to do or believe something; a discussion in which not all participants agree</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>The True Story of the Three Little Pigs</i>, Jon Scieszka</li> <li>● <i>The Three Little Pigs</i>, Paul Galdone</li> <li>● written responses sheet, one copy for each child</li> <li>● writing tools</li> </ul> <p>On the whiteboard, write:                  Is the wolf in <i>The Three Little Pigs</i> bad or mean? Why or why not?                  The wolf is _____, because _____.                  The wolf is not _____, because _____.</p>

- Today’s Question chart, from Day 1
  - chart paper
- Prepare the following Today’s Question chart with space for listing children’s reasons under the space for names.

Is the wolf in <i>The Three Little Pigs</i> bad or mean?	
Yes	No
(names)	(names)

At the beginning of the day, post the new Today’s Question chart next to the Today’s Question chart from Day 1. As children come into the room, or during morning meeting, ask the children to reconsider their opinion about whether the wolf is (bad, cruel, mean), now that they have read A. Wolf’s account. Invite children to sign their name in the column that expresses their opinion.

If all the children sign the same side, the teacher(s) should sign the opposing side so that a debate can occur.

**Opening**  
3 minutes

Review the text and set a purpose for the lesson.  
*Today we will have an opportunity to communicate our opinions. Let’s take a look at our survey.*

*The wolf in both versions of The Three Little Pigs has had a history being called “The Big Bad Wolf.” Look, that’s the headline in the newspaper.*

Refer to page 26 in *The True Story of the Three Little Pigs*.

Invite children to notice trends in the Today’s Question survey and to compare the new survey to the previous survey.  
*Today, like before, you shared your opinion of the wolf by signing our survey. What do you notice about our chart today?*

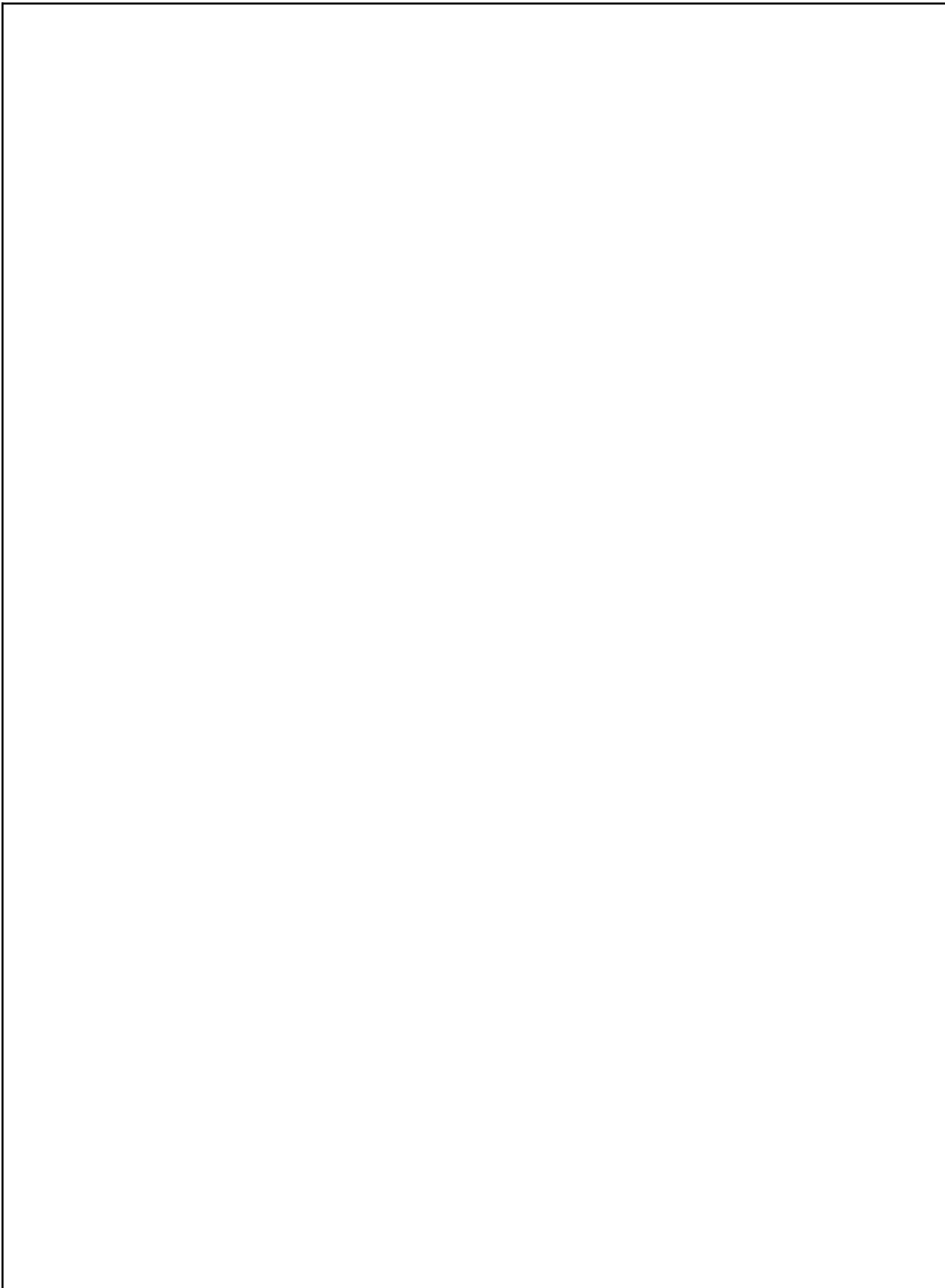
*Has anything changed from earlier in the week?*

	<p><i>That's right, some people thought the wolf was bad before but changed their opinion of him. Now they say he is not bad. If you are someone who changed your opinion, what made you do that?</i></p> <p>Invite a few children to share their reasoning.</p> <p>Add children's reasons to the chart under the space for names.</p> <p><i>When you share why you believe the wolf is bad, or why you do not think he is bad, you are giving your reasons.</i></p> <p><i>When we share an opinion, we try to convince someone to believe us by giving reasons. For example, I think apples are better than oranges, because they are less juicy and messy. My opinion is "Apples are better than oranges." What's the reason I think apples are better? ... That's right, my reason is that they are less juicy and messy than oranges.</i></p> <p><i>Let's continue to think of reasons that support our opinions about the wolf.</i></p>
<p><b>Text and Discussion</b> 4 minutes</p>	<p><i>What are some reasons some people still think the wolf is bad? Remember, you can use details from both the versions of The Three Little Pigs.</i></p> <p>Display both texts. Invite children to share reasons and chart their responses in list form on the chart.</p> <p><i>What are some reasons that could convince someone the wolf is not bad?</i></p> <p>Invite children to share reasons and chart their responses in list form on the chart.</p> <p>If children struggle to think of evidence-based reasons, refer back to specific pages of the texts as a scaffold. For example, a child might say the wolf is "not bad" but struggle to say why. In this scenario, turn to page 13 as evidence that the wolf sneezed and prompt the child by asking:</p> <p><i>What happened here?</i> <i>How does this help you know he is not bad?</i></p> <p>If a child says the wolf is bad, and struggles to provide a reason, turn to page 20 when he eats the second pig and ask:</p> <p><i>What happened here?</i> <i>How might this event make you think he is bad?</i></p> <p>Another way to support opinions that he is "bad" is to turn to key events in <i>The Three Little Pigs</i>.</p> <p>Set a purpose for writing.</p>

	<p><i>Tomorrow, we will have a debate. You will try to convince other people to believe what you believe about the wolf! In order to get ready for our debate, you will write and draw about your opinion of the wolf. You will also include reasons you have that opinion by using details from the stories we read.</i></p>
<p><b>Key Discussion and Activity</b> 12 minutes</p>	<p>Invite children to Think, Pair, Share about their plans for drawing and writing in response to the focus question. Refer to the question on the whiteboard: Is the wolf in <i>The Three Little Pigs</i> (bad, mean, cruel)? Why or why not?].</p> <p><i>How will you show in a drawing whether or not you think the wolf is bad?</i></p> <p>Highlight a few of the children’s plans in the whole group before reviewing the task. Encourage children to use the reasons created by the class as inspiration and to draw an event from the story that supports whether or not they think the wolf is bad.</p> <p><i>After you draw, write a sentence that shares your opinion and reason. Here are some sentence frames that can help you once you are ready to write your sentence.</i></p> <p>The wolf is _____, because _____.</p> <p>The wolf is not _____, because _____.</p> <p>Send children to work at tables or on clipboards on the rug. Circulate to support children or support a strategic small writing group. As children work, prompt them to add details to their pictures that convey their opinion about the wolf. Use the sentence frames not only to help children write their opinion statements, but also to orally rehearse as they work. When circulating, ask questions, such as:</p> <p><i>What is your opinion about the wolf?</i></p> <p><i>What detail from the story can you add to your picture that will convince others he is bad/not bad?</i></p> <p>Allow children to look at illustrations in the two texts to gather key details for their drawings. Pause the class to highlight children’s work that shows a clear opinion and includes at least one convincing detail in an illustration. Continue to circulate or support a small group. This activity can be continued during stations as needed.</p>
<p><b>Closing</b> 1 minute</p>	<p>Gather children in the meeting area to close the lesson.</p> <p><i>You all worked hard to prepare for our debate. Tomorrow we will bring our work to the meeting area so you can refer to it when you try to convince others of your perspective.</i></p>

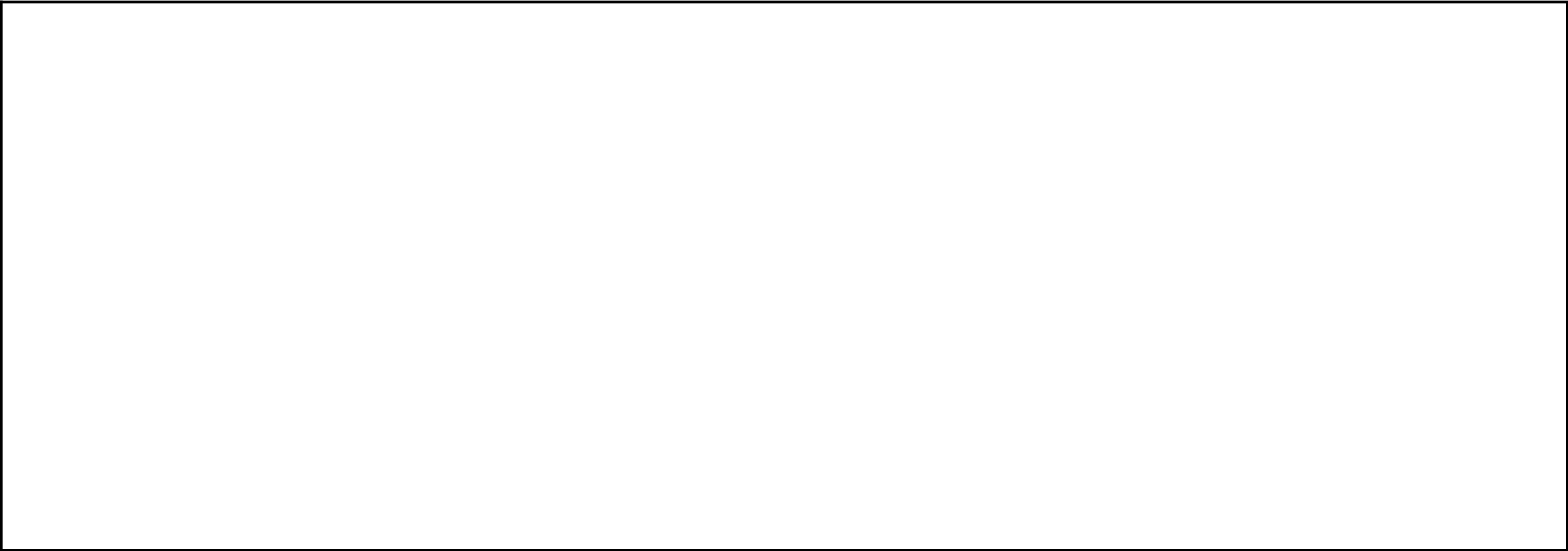
<b>Standards</b>	<p><b>W.3.K.b</b> Use a combination of drawing and writing to communicate a topic.</p> <p><b>W.1.K.b</b> Gather information from provided sources and/or recall information from experiences in order to answer questions with guidance and support from adults.</p> <p><b>SL.3.K.b</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>														
<b>Ongoing assessment</b>	<p>Listen and take notes on how children speak about their drawing and writing.</p> <ul style="list-style-type: none"> <li>Do children orally express a clear opinion about the wolf?</li> <li>Do children include key details from the text when speaking about their drawing and writing?</li> <li>Do children share how their illustration supports their opinion?</li> </ul> <p>Observe and take notes on children’s writing and drawing.</p> <ul style="list-style-type: none"> <li>What do you see in children’s drawing, labeling, and writing?</li> <li>Do children’s sentences and their drawing match their orally stated opinion?</li> <li>What do you notice about children’s use of conventions in their written sentence?</li> </ul>														
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**Notes:**



Read Aloud U3 W2 D4

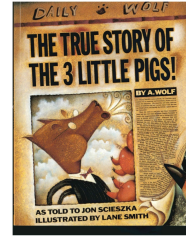
Name: \_\_\_\_\_ Date: \_\_\_\_\_



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**Read Aloud**  
*The True Story of the Three Little Pigs*, Read 5 of 5  
 Writing in response to text/Discussion

<b>Big Ideas</b>	People’s perspectives depend on culture, history, location, age, and personal views or ideas. All perspectives are valid. Stories help us experience different perspectives.
<b>Unit Question</b>	What processes help people construct structures, ideas, and works of art?
<b>Guiding Questions</b>	What processes help people construct structures, ideas, and works of art?
<b>Content Objectives</b>	I can provide reasons, based on key details from a text, to support my opinion about a character. (R.4.K, W.3.K.b)
<b>Language Objective</b>	I can express my opinion audibly and clearly in a class debate. (SL.4.K)
<b>Vocabulary</b>	<p><b>opinion:</b> what a person thinks or believes</p> <p><b>reason:</b> why the audience should do or think something</p> <p><b>convince:</b> to persuade someone else think, believe or do something</p> <p><b>debate:</b> a discussion about a topic in which participants try to convince others to do or believe something; a discussion in which not all participants agree</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>The True Story of the Three Little Pigs</i>, Jon Scieszka</li> <li>● <i>The Three Little Pigs</i>, Paul Galdone</li> <li>● writing tools</li> <li>● written responses sheets, from Day 4</li> <li>● Sentence Frames for Discussion Prompts chart, from Unit 2, Week 2, Day 3</li> <li>● Today’s Question chart, from Day 4</li> <li>● Unit Question chart</li> </ul>



	<p>On the whiteboard, write:          Is the wolf in <i>The Three Little Pigs</i> bad or mean? Why or why not?          The wolf is _____, because _____.          The wolf is not _____, because _____.</p>
<p><b>Opening</b> 1 minute</p>	<p><i>Today we will have a debate! Yesterday you prepared for our debate by writing and drawing in response to this question:          Is the wolf in <i>The Three Little Pigs</i> bad or mean? Why or why not?</i></p> <p><i>Today, your job is to convince the people who have a different opinion than you to change their opinion of the wolf. When you share your opinion, be sure to share your reasons. Your reasons should be based on details from the two versions of <i>The Three Little Pigs</i>. Remember, you can use these sentence frames to help you share your ideas.</i></p> <p>Refer to the whiteboard.  <i>The wolf is _____, because _____.          The wolf is not _____, because _____.</i></p>
<p><b>Pre-Discussion</b> 4 minutes</p>	<p><i>Before we talk in the whole group, you will practice sharing some of your ideas with a partner. It's ok if your partner shares your opinion.</i></p> <p>Have children identify themselves as Partners A and B before beginning the Turn and Talk. The goal for the partner share is not to provide feedback on their written work, but to allow children to orally warm up for the debate.  <i>Partner A, share your opinion and reasons with your partner. Use the details from your drawing for ideas.          When I signal that it's time to switch partners, Partner B will do the same thing, and Partner A will listen.</i></p>
<p><b>Key Discussion and Activity</b> 10 minutes</p>	<p>Gather children in a circle for the debate, and remind them to use the Sentence Frames for Discussion chart, in addition to the specific sentence frames, for the debate.  <i>Who would like to start off our debate? The first person who speaks will share her opinion and reasons to support that opinion.</i></p> <p><i>When you hear an idea, you can respond by agreeing or disagreeing. If you disagree, try to convince your classmates of your opinion by providing as many reasons as you can! If you agree, you might add on to a classmate's ideas with even more reasons. Your reasons come from details in the texts we read.</i></p> <p>As children debate, facilitate the discussion by redirecting children back to key details from the text. Have the texts available for reference if children want to show their classmates a particular illustration or part of a text. Encourage equitable participation by continuously inviting new voices into the discussion.</p>

<p><b>Closing</b> 2 minutes</p>	<p>Revisit the most recent Today’s Question chart and invite children to change their opinion.  <i>After hearing your classmates’ ideas, does anyone want to change their opinion?</i></p> <p>Invite children to come up to the chart, cross off their names, and rewrite their name in their new opinion.</p> <p><i>It is really powerful to use details from the text to convince other people to believe something about a character.</i></p>												
<p><b>Unit Question Chart</b> 3 minutes</p>	<p>Refer to the Unit Question Chart.  <i>What processes help people construct structures, ideas, and works of art?</i></p> <p>Invite children to think about stories as works of art that involve processes of construction. Share any new thinking in response to the question and add it to the chart. Some emerging ideas might include: authors construct ideas for stories by choosing a perspective of one or several of the characters.</p>												
<p><b>Standards</b></p>	<p><b>R.4.K</b> Ask and answer questions with prompting and support about who, what, when, where and how.  <b>W.3.K.b</b> Use a combination of drawing and writing to communicate a topic.  <b>SL.4.K</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>												
<p><b>Ongoing assessment</b></p>	<p>Listen and take notes on how children engage in the whole group discussion.</p> <p>Do children orally express a clear opinion about the wolf?  Do children include key details from the text when providing reasons?  Do children use their writing and drawing to generate ideas for discussion?  How do children build off the ideas of their peers?</p>												
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**Notes**

**WEEK 2 Day 2**

**Art Studio: Clay 2: Building Sculptures**

Children begin to create sculptures with clay. When finished, the clay is balled and placed back in the bag.

<b>Big Ideas</b>	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.
<b>Guiding Questions</b>	What processes help people construct structures, ideas, and works of art? How do people use different tools and materials for different purposes?
<b>Vocabulary</b>	<p><b>sculpture:</b> a three-dimensional work of art</p> <p><b>adhere:</b> to stick together</p> <p><b>attach:</b> to stick together</p> <p><b>score:</b> to make little scratches in the clay to stick clay together</p> <p><b>slip:</b> (v) to wet the clay with a glue-like liquid (n) a mixture of clay and water to be used like glue</p> <p><b>moist:</b> a little bit wet or damp</p> <p><b>tools:</b> an object used to accomplish something</p>
<b>Materials and Preparation</b>	<p>Assess the Art Studio table and refresh any materials from last week. Make additional small rolls of clay in damp paper towels, bases for the clay, and slip. Renew the art table cover.</p> <p>Add new tools for this week. Some ideas include:</p> <ul style="list-style-type: none"> <li>● plastic knives</li> <li>● rolling pins</li> <li>● toothpicks</li> <li>● sculpture photographs (provided)</li> </ul> <p>Prepare the following at the whole group meeting area for the Intro to Centers: one ball of clay, 1 rolling pin, a few sculpture photographs.</p>
<b>Intro to Centers</b>	<i>Now that you have been working with clay in the Art Studio for several days, what are some things that you have tried?</i>

	<p>Hold up a ball of clay. Elicit 2-3 responses. Share observations and learnings from the previous week. Highlight several successes.</p> <p><i>This week, when you visit the Art studio, you will see some new <b>tools</b> to use with the clay. Artists use tools when they work with clay, and we will also try using tools to use the clay in new ways.</i></p> <p>Demonstrate using a rolling pin to flatten the clay.</p> <p><i>You might try to construct a <b>sculpture</b>, or a three dimensional work of art, with the clay. Let me share with you some photographs of different sculptures. Perhaps you've seen some of these before.</i></p> <p>Provide time for children to look at the photographs.</p> <p><i>What do you notice? What seems interesting to you?</i></p> <p>Provide time for children to turn and talk.</p> <p><i>I will leave these photographs in the Art Studio for you to inspire your work. You can work on your own or as a team and remember that when you are finished working with the clay you will need to roll it back into a ball and wrap it back up in a wet paper towel. As we learned last week, It is important to keep the clay moist, or wet.</i></p>
<b>During Centers</b>	<p>Children experiment with the new tools and build sculptures with the clay. After they are finished, they roll the clay back up in a wet paper towel and place into the ziplock bag. Encourage children to work as a team.</p> <p>Take note of children's discoveries, successes, and challenges.</p>
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● How does the clay feel?</li> <li>● What are you constructing?</li> <li>● What is your inspiration?</li> <li>● What additional tools might you need?</li> <li>● Will you work by yourself, or with a friend?</li> <li>● Remember when you constructed a _____ using blocks? I wonder what would happen if you constructed that using clay?</li> </ul>
<b>Standards</b>	<p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p>



Portrait of Mile  
Artist: *Constantin Brancusi*  
<https://study.com/academy/lesson/what-is-abstract-sculpture-definition-famous-examples.html>



Plaza

Artist:Alexandre da Cunha

<https://www.bostonmagazine.com/arts-entertainment/2017/09/20/public-art-pierce-boston-fenway/>

Centers U3 W2



Air Sea Land  
Artist: Okuda San Miguel  
<https://mymodernmet.com/okuda-boston-seaport-sculptures/>

Centers U3 W2





Phillis Wheatley Monument

Artist: Meredith Bergmann

<https://blackartblog.blackartdepot.com/features/african-american-monuments-statues/phillis-wheatley-monument.html>

Centers U3 W2

## Unit 3: Construction

### WEEK 2 Day 3

#### Art Easel: Inspired By our Town/Neighborhood 2

Individually or in pairs, children create images with pastels, inspired by the city.

<b>Big Idea</b>	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.
<b>Guiding Question</b>	What processes help people construct structures, ideas, and works of art? Where do people find inspiration for building, creating, and composing?
<b>Vocabulary</b>	<b>construct:</b> to build or make something <b>inspire:</b> to have an idea, based on something else seen or heard <b>structure:</b> a building <b>blend:</b> mix together <b>technique:</b> a way of doing something
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● 3-4 paintings from the previous week</li><li>● paper in different colors and sizes</li><li>● pastels</li><li>● Blending with Pastels resource (resource from Unit 2, Week 6)</li><li>● images of paintings depicting structures in the town/neighborhood (from Week 1)</li></ul> <p>While some images of structures are provided, it will also be helpful to include additional images that are familiar to your children (e.g., images of a statue/fountain in a nearby park, images of the school, or a picture of a public housing building). Include these images in the Art Studio.</p> <p>Bring the following to the whole group meeting area for the Intro to Centers: children’s paintings, a box of pastels, Pastel Techniques</p>
<b>Intro to Centers</b>	<p><i>We’ve been looking at images of buildings and places in our town/neighborhood. Last week, we painted images, inspired by these places.</i></p> <p>Hold up children’s work from the previous week. Provide quiet time for</p>

Centers U3 W1

	<p>children to look. Then invite a few observations.</p> <p><i>This week at the art easel, we will continue to use images of the places around our city as inspiration. But this week, we will revisit another medium - we will have more time with pastels! What do you remember about pastels? Turn and tell a partner.</i></p> <p>Hold up the box of pastels and the Pastel Techniques resource.</p> <p>Harvest responses. Remind children of their learnings from when they used pastels in the past. If necessary, remind children about blending and layering</p> <p><i>In addition to images, I will also leave some friends' paintings up from last week. This way, as you are using pastels, you might be inspired by our very own town/neighborhood paintings.</i></p> <p><i>Again, you can choose to work alone or with a partner. If you choose to work together, remember that it will be helpful to talk through your plan.</i></p>
<b>During Centers</b>	<p>Children illustrate with pastels. They might reference their paintings from the previous week, images, or the Pastel Techniques resource. Talk with the children about what they are choosing to represent, what colors they are using, and how they feel about the results.</p> <p>Children might want to work alone or with a partner.</p> <p>If applicable, bring children’s pastel illustrations to other Centers (e.g., Blocks, Writing and Drawing) to inspire additional work.</p>
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● How might you represent this building/structure?</li> <li>● What technique will you use?</li> <li>● What colors and shapes do you see in this picture?</li> <li>● What colors will you need? Which color will you use first?</li> <li>● How could this picture inspire your painting?</li> <li>● How are these buildings different or similar from each other?</li> <li>● How are you working as a team?</li> </ul>
<b>Standards</b>	<p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p><b>SL.4.K</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>



## Blocks: Construction/Stability Challenge

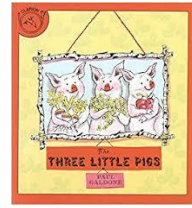
Children work and experiment with varied construction materials to build stable structures.

<p><b>Big Ideas</b></p>	<p>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. Through using materials and interacting with them, people learn important concepts and gain skills relating to physical science, engineering and technology, and the arts.</p>
<p><b>Guiding Questions</b></p>	<p>What process helps you construct structures, ideas, and works of art?</p>
<p><b>Vocabulary</b></p>	<p><b>stable:</b> something stays up and doesn't fall down.  <b>challenge:</b> something really tricky to do  <b>perspective:</b> a way to see or think about things</p>
<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>● chart with written challenge to present to children</li> <li>● <a href="#">engineering design process visuals</a></li> <li>● varied blocks including unit, foam, hollow, etc.</li> <li>● beautiful stuff</li> <li>● Ipad, or other technology to document</li> </ul> <p>Identify an engaging challenge for children. The challenge could be: construct a stable, two or three story building, a tall tower, or a playground structure. Write the challenge title and a short description on chart paper and bring this to Intro to Centers. Gather Beautiful Stuff to add to the Block Center.</p>
<p><b>Intro to centers</b></p>	<p><i>In the versions of the Three Little Pigs stories we have been reading, some of the pigs' houses seem unstable; we have talked about how people choose building materials carefully considering the</i></p>

	<p><i>environment and the purpose of their structure, and that straw can be a strong material when used in certain ways.</i></p> <p><i>This week in the Block Center, we have a challenge, something tricky, for you to do.</i></p> <p>Show children the chart paper and read the challenge.</p> <p><i>How would you build a stable structure like a tall tower or a 3 story building? Turn and talk to a friend about how you can solve this challenge. Share your perspective, you way of thinking, with each other</i></p> <p>Think, Pair, Share.</p> <p><i>You can refer to the steps for the Engineering Design process as you think about what to do just like engineers and architects would.</i></p> <p>Show the visuals steps and guide children through them:</p> <p><b>ASK:</b> What am I trying to accomplish? How have others approached it? Research.</p> <p><b>IMAGINE:</b> What are some solutions? Brainstorm ideas. Choose the best one.</p> <p><b>PLAN:</b> Draw a diagram. Make lists of needed materials.</p> <p><b>CREATE:</b> Follow the plan and create something. Test it out.</p> <p><b>IMPROVE:</b> What works? What doesn't? What could work better? Modify the design to make it better. Test it out.</p> <p><i>Start by asking yourself what you are trying to do, for example: How would we build a tall tower? Where could we get ideas for how to build it? Imagine how you would do it. Make a plan and create your structure.</i></p> <p>Model the steps.</p> <p><i>You can experiment with different kinds of blocks, Lego and Beautiful Stuff.</i></p> <p>Show the building materials.</p> <p><i>You can use the iPad to document your stability experiments. As you try your different perspectives for how to solve this challenge, we can document your ideas on this chart paper.</i></p> <p>Show the chart and model writing one of the ideas children shared.</p> <p><i>Work together as pairs and small groups as you figure out how to tackle this challenge. You can start by making a plan for your structure at Writing &amp; Drawing.</i></p>
<p><b>During centers</b></p>	<p>Remind children of the challenge and invite them to talk to each other about how they can address it. As they think about how to tackle it, guide them to use the steps in the Engineering Design Process.</p>

	<p>Check in occasionally to see if children have any questions or seem stuck. When a group has finished their work, debrief about the experience and write down their solutions on the chart paper. Encourage children to take pictures and videos of their process. Remind children they can use the plans they are working on in Writing &amp; Drawing to help with their structures.</p>
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● What ideas do you have about solving this challenge?</li> <li>● How can the design process help you as you work on this challenge?</li> <li>● How can you test your ideas out?</li> <li>● How will you work together to construct the best solution to this challenge?</li> <li>● How does making a plan help you solve this challenge?</li> <li>● What resources do you have to help you solve this challenge?</li> </ul>
<b>Standards</b>	<p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p><b>SL.2.K.b</b> Ask and answer questions in order to seek help, gather information, or clarify something that is not understood.</p> <p><b>SL.3.K.b</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>L.6.K</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>

**Notes**



**Dramatization: Acting the Three Little Pigs Part 2**

Using the text as a guide, children act out *The True Story of the Three Little Pigs* collaboratively. Children may also act out their own versions of the story.

<b>Big Idea</b>	People’s perspectives depend on culture, history, location, age, and personal views or ideas. All perspectives have validity. Stories help us experience different perspectives.
<b>Guiding Question</b>	How do people use different tools and materials for different purposes?
<b>Vocabulary</b>	<p><b>character:</b> the people or animals who the story is about</p> <p><b>setting:</b> where and when a story takes place</p> <p><b>perspective:</b> a way to see or think about things</p> <p><b>at fault:</b> responsible for causing harm or causing an accident</p> <p><b>bright:</b> smart</p> <p><b>rude:</b> impolite, offensive</p>
<b>Materials and Preparation</b>	<p>Assess the Dramatization Center and refresh any materials from last week.</p> <ul style="list-style-type: none"> <li>● <i>The True Story of the Three Little Pigs</i>, Jon Scieszka</li> <li>● <i>The Three Little Pigs</i> (for comparison and extension of the dramatization from the previous week)</li> <li>● paper and a marker</li> </ul> <p>Plan to re-introduce the Center with any new materials.</p>
<b>Intro to Centers</b>	<p style="text-align: center;"><i>This week in the Dramatization Center you can act out the book we just read, The True Story of the Three Little Pigs.</i></p> <p>Show the text.</p> <p style="text-align: center;"><i>These are the things I’ve noticed you have been doing in the Center.</i></p> <p>Share some of your observations with the group.</p>

	<p><i>What do you think you'll need to act out The True Story of the Three Little Pigs? Why will you need that?</i></p> <p>Harvest some ideas, write them down for children to consult as the week progresses. Show any new materials.</p> <p><i>I wonder what you will act out and how you will act it out this week!</i></p>
<b>During Centers</b>	<p>Encourage children to work collaboratively to make decisions about the cast, the setting and the audience.</p> <p>As in the previous week, facilitate a conversation with the children about how it felt to take on the role of the pigs and how it felt to take on the role of the wolf and why.</p> <p>Some children may want to continue to dramatize the story of The Three Little Pigs.</p> <p>Take photos or record video of children setting up and playing in the center. Take notes on their statements and questions, see what feelings arise for them and how they are expressed and use this documentation to engage them in deeper conversations.</p> <p>Note: As during the Read Aloud, please be sensitive to families' realities, and recognize that some children's responses will be surprising, potentially referencing experiences they and their families have not previously revealed. Be prepared to welcome and respond to all children's ideas and perspectives without making broad statements, and provide additional time outside of the Dramatization Center for strategically facilitated conversations about this complex topic.</p>
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● Which character will you pretend to be?</li> <li>● How will you decide who will play each character if more than one person would like the same role? What can you do if no one wants to play the _____ (character)? How will you collaborate?</li> <li>● Will there be a narrator? Why?</li> <li>● What will you use to construct your costume? What else do you think you need to design and construct your costume?</li> <li>● What scenery or props do you need to act out this story? How will you design and construct them? Is there anything different from the story of The Three Little Pigs in this story that you think you need to construct? Who can help you?</li> <li>● What inspired you to act it out like that?</li> <li>● Will this be a theater performance? Who will your audience be?</li> <li>● What happens first in the story? And then?</li> <li>● How do you think the pigs/wolf felt when...? What was their perspective?</li> </ul>



	<ul style="list-style-type: none"> <li>● Why do you think the wolf got so angry at the third pig? What was his perspective?</li> <li>● Did the wolves in both stories get angry at the third pig for the same reasons? Why? How do you know?</li> <li>● Is there another way you would like to tell the story? Why?</li> </ul>
<b>Standards</b>	<p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p><b>SL.3.K.a</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>Global Connections K</b> Students understand the influence of economics on individuals and groups in the United States and the World, including Maine Native Americans, by identifying how individuals, families, and communities are part of an economy.</p> <p><b>Economics K</b> Students understand the nature of economics as well as key foundational ideas by describing how people make choices to meet their needs and wants.</p> <p><b>Economics Personal Finance K</b> Students understand the nature of personal finance as well as key foundational ideas by describing how money has value and can be traded for goods and services.</p>

<b>Notes</b>
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## WEEK 2 Day 2

### Library & Listening: Research for Inspiration

Children select images or texts that inspire them to construct something.

<b>Big Ideas</b>	The design and construction process includes imagining and being inspired, asking questions, researching, planning, creating, and improving our models. Children have time to work alone and with others.
<b>Guiding Questions</b>	Where do people find inspiration for building, creating, and composing?
<b>Vocabulary</b>	<p><b>research:</b> to find out about a topic</p> <p><b>inspire:</b> to give someone an idea, or get an idea from someone or something.</p> <p><b>resource:</b> a place, thing, or person that gives you information</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● books about construction, building, structures</li> <li>● Inspired by our town neighborhood images from week 1</li> <li>● ipad or laptop</li> <li>● sticky notes</li> <li>● clipboards</li> <li>● paper</li> <li>● writing utensils</li> </ul> <p>Gather the books you have collected about construction topics. Set out clipboards with paper, sticky notes, and writing utensils. Set up a laptop or ipad with a folder with images children could look through and tag.</p>
<b>Intro to Centers</b>	<p><i>Last week in Library &amp; Listening you worked on a book inventory of the books we have about construction.</i></p> <p>Show the book inventory and the collection of books.</p> <p><i>Part of the Engineering &amp; Design process includes researching to get ideas and information from what other people have designed and constructed. This week you are going to be a researcher looking for</i></p>

	<p><i>inspiration. Here is an interesting book with lots of ideas about structures.</i></p> <p>Show pages from one of the books in the collection.</p> <p><i>Designers, architects, and engineers need to research ideas to help them find inspiration. Your job is to look through the resources and select 3 images that you think will inspire your friends. When you find something that inspires you, tag it by placing a sticky note on the page so that we can find it easily and use it.</i></p> <p>Show the resources and model finding and tagging an image.</p> <p><i>The images you find will be a resource for everyone to use as you create constructions in different centers around the classroom.</i></p>
<b>During Centers</b>	<p>As children look through images, support them to think about what to choose that might be inspiring to the class. Help them as they figure out how to tag the pages in books or the images on an iPad or laptop. Encourage children to collaborate and talk with each other about what inspires them and why.</p>
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● How do the images inspire you or give you ideas? Why is this one inspiring?</li> <li>● What would you like to create?</li> <li>● How can these images help you and other children to figure out how to construct a _____?</li> <li>● How does researching help you to think about what you would like to build?</li> </ul>
<b>Standards</b>	<p><b>R.8.K.a</b> Identify texts that tell stories.</p> <p><b>R.8.K.b</b> Identify texts that provide information.</p> <p><b>RI.K.9.</b> With prompting and support, identify the basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, procedures).</p>

<b>Notes</b>
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**Discovery Table: Constructing with Sand Part 2, Pig Houses**

Building on the learning of the previous week, children construct houses from *The Three Little Pigs*.

<b>Big Idea</b>	Through using materials and interacting with them, people learn important concepts and gain skills relating to physical science, engineering and technology, and the arts.
<b>Guiding Question</b>	How do people use different tools and materials for different purposes?
<b>Vocabulary</b>	<p><b>tools:</b> objects used to accomplish something</p> <p><b>construct:</b> making or building/ things that are made or built</p> <p><b>stable: Stable</b> means that something stays up and doesn't fall down</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● 4 popsicle sticks</li> <li>● character images from <i>The Three Little Pigs</i> (included) Print the character images onto heavy paper and laminate. Adhere each image to a popsicle stick to create stick puppets.</li> <li>● sensory/discovery table, or tabletop tubs</li> <li>● small table or chair to place materials on</li> <li>● sand</li> <li>● materials from around the classroom or Beautiful Stuff that might support building of the Pigs homes such as:             <ul style="list-style-type: none"> <li>○ straw or yellow pipe cleaners or newsprint shredded packaging (to represent straw)</li> <li>○ sticks, or popsicle sticks (to represent sticks)</li> <li>○ small table blocks or rocks or legos (to represent rocks)</li> </ul> </li> <li>● small shovels, or plastic spoons, or spatulas</li> <li>● buckets, or bowls, or cups</li> <li>● spray bottles</li> <li>● eye droppers, 2 or 3</li> <li>● cups, such as plastic/paper cups, 2 or 3</li> </ul>

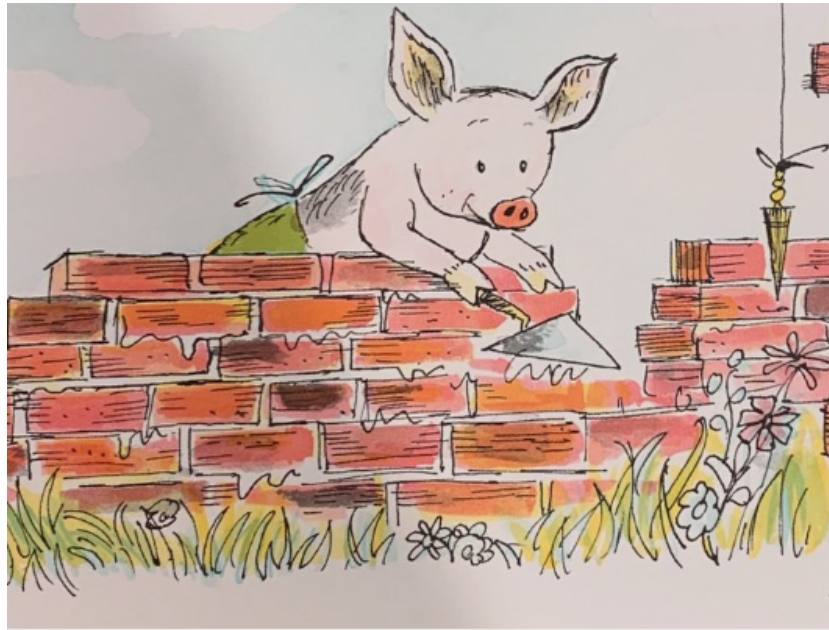
	<p>Fill the cups <math>\frac{1}{3}</math> full with water. Place the cups and the tools on the small table/chair nearby the Discovery Table.</p> <ul style="list-style-type: none"> <li>● gloves, optional</li> </ul> <p>For Intro to Centers, prepare a small tub of sand and materials for building to use for demonstration, or bring the group to the Discovery Table.</p>
<b>Intro to Centers</b>	<p><i>Last week at the Discovery Table, we worked with dry and wet sand to build sculptures and buildings. What did you discover?</i></p> <p>Engage in a whole group discussion. Prompt children to share their successes.</p> <p><i>Last week, we read The Three Little Pigs by Paul Galdone. In this story, the three little pigs constructed three different houses: one of straw, one of sticks, and one of brick.</i></p> <p>Hold up the character stick puppets while naming each house.</p> <p><i>How might you <b>construct</b> these three houses with sand? How might you make sure they are <b>stable</b>, or doesn't fall down?</i></p> <p>Show some of the materials/Beautiful Stuff that will support children's building. Provide time for children to turn and talk.</p> <p><i>This is tricky. As you build this week, remember to use some of the strategies that we have already learned about the wet sand. Also, it might be helpful to build with a friend. When you arrive at the Discovery Table, talk about your plan for building the three houses.</i></p>
<b>During Centers</b>	<p>Children construct the house of straw, sticks, and bricks with the dry and wet sand and available materials. They will experiment with the materials, engage in trial and error, and make discoveries. Take note of how they shape the sand and what they are constructing. Encourage children to engage with each other as they are working.</p>
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● What's your plan for this house? How will you help to make it stable?</li> <li>● How are you working together?</li> <li>● How do you plan to use these materials?</li> <li>● How does the sand feel?</li> <li>● Tell me about what you are building</li> <li>● How did you decide about how much water to add?</li> <li>● What tools are you using? Why?</li> </ul>
<b>Standards</b>	<p><b>SL.1.K.b</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p><b>SEL. Relationships.</b> Relationships building (Boston)</p>

**character images from *The Three Little Pigs***

Print the character images onto heavy paper and laminate. Adhere each image to a popsicle stick to create stick puppets.



Centers U3 W2



Centers U3 W2

WEEK 2 Day 1

**STEM Investigation 2:  
Understanding Weight and Stability**

Children roll tennis balls in attempt to knock down an empty and a filled water bottle. Through this Investigation, children will build understanding of balance and stability with respect to the weight of an object.

<b>Big Idea</b>	Through using materials and interacting with them, people learn important concepts and gain skills relating to physical science, engineering and technology, and the arts.
<b>Guiding Questions</b>	What processes help people construct structures, ideas, and works of art?  How do people use different tools and materials for different purposes?
<b>Vocabulary</b>	investigate weight base stability balance
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● About 10 plastic water bottles (16.9 fluid ounce size)</li> <li>● sand</li> <li>● tape</li> </ul> <p>Fill half the water bottles with with sand and tape them shut</p> <ul style="list-style-type: none"> <li>● 3 tennis balls</li> <li>● painters or masking tape (or other strong tape for marking floor)</li> <li>● chart paper, 2 pieces</li> </ul> <p>On one piece of chart paper, write the focus question: What can we do to investigate how the weight of an object affects its stability? Recreate the STEM Investigation Data Sheet on the second piece of</p>





	<ul style="list-style-type: none"> <li>chart paper.</li> <li>● writing tools</li> </ul> <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><b>Intro to Centers</b></p>	<p>[Conduct the Intro to Centers in the “bowling space.” Have children sit around the space.]</p> <p>Review last week’s investigation.</p> <p><i>Last week we learned about stability. What properties did we discover that helps to make something more stable?</i></p> <p>Introduce this week’s focus.</p> <p><i>This week you will investigate this focus question, <b>What can we do to investigate how the weight of an object affects its stability?</b></i></p> <p>Point to the focus question and read it aloud.</p> <p><i>What words do we need to understand in this question in order to answer it?</i></p> <p>Circle the words investigate, weight, stability. Discuss these words.</p> <p><i>We can change the <b>weight</b> of objects to <b>investigate</b> what happens to their <b>stability</b> by adding sand.</i></p> <p><i>Which bottle do you think will be more <b>stable</b>, or harder to knock down?</i></p> <p>Pass around a filled bottle and an empty bottle so children can feel the difference in weight. Invite children to make predictions.</p> <p><i>As scientists in the Block Center this week, we will investigate how weight can change stability by rolling balls at the bottles. And we will record what you find out on this chart.</i></p> <p>Show the data chart.</p>
<p><b>During Centers</b></p>	<p>Children take turns setting up the bottles and knocking them over. To set up each turn, children will place one filled bottle in one square and one empty bottle in the other square on the floor. Each child will kneel on the</p>

	<p>line and roll the 3 balls in attempt to knock over both types of bottles.</p> <p>Children will record their data on the Water Bottle Data Sheet. Children will make an X under the picture when they knock over this pin.</p> <p>After children have completed the Investigation they can experiment with other objects of varying weights such as cardboard blocks vs. wooden blocks. Other ideas include a bottle only half full of sand or a bottle filled with sawdust. Ask children what they expect to see happen and why prior to investigating.</p>
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>• Which bottle (or material) do you think is more stable?</li> <li>• Why do you think it is more stable?</li> </ul>
<b>Sharing Our Research</b>	<p><i>What can we do to investigate how the weight of an object affects its stability?</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 these materials more stable?</i></p> <p>Children can share the results of explorations with other materials.</p>
<b>Standards</b>	<p><b>K-LS1-1</b> 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, 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>

**STEM Investigation 2 Data Sheets**

Prepare the following data collection sheet on chart paper.

**Water Bottle Data Sheet**

 <p>(FILLED WITH SAND)</p>	 <p>(EMPTY)</p>



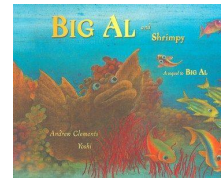
## Writing & Drawing: Construction Drawings 2

Children continue to create construction drawings.

<b>Big Ideas</b>	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.
<b>Guiding Questions</b>	What process helps you construct structures, ideas, and works of art?
<b>Vocabulary</b>	<p><b>studio:</b> a special place for creating</p> <p><b>design:</b> to draw something before it is built.</p> <p><b>plan:</b> a guide of what to do</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● pencils</li> <li>● large unlined paper</li> <li>● blue or black markers</li> <li>● images of real design studios, from Week 1</li> <li>● examples of construction drawings, blueprints , from Week 1</li> <li>● non-fiction books with images of structures</li> <li>● <a href="#">engineering design process visuals</a></li> </ul>
<b>Intro to Centers</b>	<p><i>This week at Writing and Drawing you can keep working on your construction drawings. Here are some that you have been working on.</i></p> <p>Share some of the children’s drawings.</p> <p><i>When architects and designers work together on their plans it takes them more than one day to finish. This week you can continue working on your plans. For example, you could label the different parts on your plan. As you work you can use them to build in different parts of the classroom. Maybe your plan will help you with the stability challenge.</i></p>

<b>During Centers</b>	Support children to collaborate as they revise and improve their plans. Invite them to try them out in different areas of the classroom and to test how the plans can help with the stability challenge.
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● What kind of structure do you want to design?</li> <li>● What rooms are you including in your construction drawing?</li> <li>● What inspired you?</li> <li>● How can the design process help you as you work on your plan?</li> <li>● How does researching for ideas help you to imagine what to build?</li> <li>● How will you use your plan?</li> <li>● What materials do you need for this project?</li> <li>● How are you working together?</li> </ul>
<b>Standards</b>	<p><b>W.3.K.b</b> Use a combination of drawing and writing to communicate a topic.</p> <p><b>SL.3.K.b</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>SEL. Relationship Skills.</b> Teamwork (Boston)</p>




**Notes**



WEEK 2 Day 1

**Writing Fictional Narrative**  
Deconstruction: Fictional Narrative Stages

<b>Content Objective</b>	I can identify the characters, setting, and major events in a story. (R.6.K.a, R.6.K.b)
<b>Language Objective</b>	I can answer questions about key details in a text. (SL.2.K.a)
<b>Vocabulary</b>	<p><b>purpose:</b> the reason for doing or creating something</p> <p><b>fictional narrative:</b> a genre of writing whose purpose is to entertain and to teach about something</p> <p><b>entertain:</b> to interest someone</p> <p><b>character:</b> a person or animal in the story</p> <p><b>attribute:</b> a quality or feature of something or someone</p> <p><b>plot:</b> the events in a story</p> <p><b>stages:</b> the parts of a piece of writing</p> <p><b>personal recount:</b> a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p><b>orientation:</b> in a fictional narrative, the text that introduces the characters and setting, and gives a clue about the story’s problem</p> <p><b>problem:</b> a challenge in the story</p> <p><b>sequence of events:</b> the events in a fictional narrative, which include the big problem and solution</p> <p><b>conclusion:</b> the end</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● chart paper</li> </ul> <p>Prepare the following <i>Big Al and Shrimpy</i> chart.</p> <p>Note: A filled-in example can be found in the lesson.</p>

	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="4" style="text-align: center; padding: 5px;"><i>Big Al and Shrimpy</i></th> </tr> <tr> <th colspan="4" style="padding: 5px;"><b>Orientation:</b></th> </tr> <tr> <td style="width: 25%; padding: 5px;"><b>Who</b></td> <td style="width: 25%; padding: 5px;"><b>When</b></td> <td style="width: 25%; padding: 5px;"><b>Where</b></td> <td style="width: 25%; padding: 5px;"><b>Clue about the problem</b></td> </tr> <tr> <td colspan="4" style="padding: 5px;"><b>Sequence of Events:</b></td> </tr> <tr> <td colspan="4" style="text-align: center; padding: 20px;">  </td> </tr> <tr> <th colspan="4" style="padding: 5px;"><b>Conclusion:</b></th> </tr> <tr> <td colspan="4" style="padding: 5px;">“But the guest of honor was Shrimpy, the little fish with the big ideas.”</td> </tr> </table> <ul style="list-style-type: none"> <li>● <i>Big Al and Shrimpy</i>, Andrew Clements &amp; Yoshi</li> <li>● Fictional Narrative anchor chart, from Week 1, Day 1 Add Stages.</li> </ul>	<i>Big Al and Shrimpy</i>				<b>Orientation:</b>				<b>Who</b>	<b>When</b>	<b>Where</b>	<b>Clue about the problem</b>	<b>Sequence of Events:</b>								<b>Conclusion:</b>				“But the guest of honor was Shrimpy, the little fish with the big ideas.”			
<i>Big Al and Shrimpy</i>																													
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<b>Sequence of Events:</b>																													
																													
<b>Conclusion:</b>																													
“But the guest of honor was Shrimpy, the little fish with the big ideas.”																													
<p><b>Opening</b> 1 minute</p>	<p><i>We learned that the <b>purpose of fictional narratives</b> is to <b>entertain</b> and to teach about <b>characters</b> and how their <b>attributes</b> influence the <b>plot</b> of the story. Today we are going to learn more about the <b>stages</b>—or parts—of fictional narratives.</i></p>																												
<p><b>Deconstruction</b> 28 minutes</p>	<p><i>Fictional Narratives begin in the same way as <b>personal recounts</b>—with an <b>orientation</b>. This part of the story sets up the reader with information needed to understand the story. The author includes <u>who</u> the story is about, <u>when</u> and <u>where</u> it happens, and a <u>clue about the problem</u> that will happen in the story.</i></p> <p>Point to the Orientation section of the <i>Big Al and Shrimpy</i> chart.</p> <p style="text-align: center;"><i>Let’s look at Big Al and Shrimpy to find out how Andrew Clements and Yoshi introduce the story.</i></p> <p>Read through page 6. Ask children who the story is about and fill in that portion of the chart [Shrimpy, Big Al, the other fish].</p> <p style="text-align: center;"><i>It’s not very clear when this story takes place. We can leave this section blank, unless anyone has an idea of what to add here.</i></p> <p>Ask children where the story takes place and fill in that portion of the chart [in the wide blue sea].</p>																												

*We know that the characters in fictional narratives always have a problem. Part of the orientation is giving a clue to the reader about what the problem will be. What clues do we get from these pages about what the problem in the story will be?*

Harvest the children’s ideas, reviewing the first 10 pages, as necessary. Record their ideas in the chart. [The other fish don’t want to be friends with Big Al and Shrimpy.]

*After the orientation comes the **sequence of events**. Fictional narratives have one big problem that happens. What is the big problem that happens in this story? [Big Al gets stuck.]*

Harvest children’s ideas, reviewing pages 17-18 as necessary. Record the problem at the peak of the triangle under Sequence of Events.

*There are a few important events that happen before the big problem in the story. What important events could we include here?*

Harvest children’s ideas, reviewing pages 7-16 as necessary. Record their ideas in the chart, in the area leading up to the peak.

*So we said the big problem is that Big Al gets stuck. What happens next?*

Harvest children’s ideas, reviewing pages 19-24 as necessary. Record their ideas in the chart, in the area following the peak.

*How does the problem get solved?*

Harvest children’s ideas, reviewing pages 25-28 as necessary. Record their ideas in the chart.

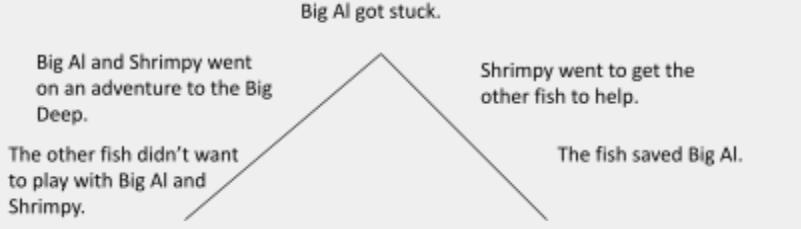
*Let’s read the last page to find out what the **conclusion** of the book is.*

Read page 30. Refer to the Conclusion part of the chart.

*Often the conclusion of a fictional narrative teaches the reader something. Last week we said that this book teaches that even someone small can have big ideas.*

<i>Big Al and Shrimpy</i>			
<b>Orientation:</b>			
<b>Who</b> Big Al Shrimpy the other fish	<b>When</b>	<b>Where</b> the wide blue sea	<b>Clue about the problem</b> The other fish don’t want to play with Big Al and Shrimpy



	<div data-bbox="500 111 1360 558" style="border: 1px solid black; padding: 10px;"> <p><b>Sequence of Events:</b></p>  <p><b>Conclusion:</b>          “But the guest of honor was Shrimpy, the little fish with the big ideas.”</p> </div> <p><i>Let’s add information about the stages of fictional narrative to our chart.</i></p> <p>On the Fictional Narrative anchor chart, below Stages, write orientation          sequence of events, that include the big problem and solution          conclusion that teaches about something.</p> <p>With any remaining time, continue dramatizing possible plots, as on Week 1, Day 5.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today we learned more about the stages of fictional narratives. Tomorrow you will begin writing your own fictional narratives by developing characters!</i></p>
<p><b>Standards</b></p>	<p><b>R.6.K.a</b> With prompting and support, identify characters settings and major events in a story.</p> <p><b>R.6.K.b</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>SL.2.K.a</b> 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><b>Ongoing assessment</b></p>	<p>Reflect on the whole group discussion.</p> <p>Are children able to name the characters and setting?          What clues about the problem do they identify?          What do children identify as the big problem in the story?          Which events do children identify as important?</p>

**Notes**

WEEK 2 Day 2

**Writing Fictional Narrative**  
Individual Construction: Character Development

<b>Content Objective</b>	I can draw and write the attributes of a character. (W.3.K.b)
<b>Language Objective</b>	I can describe the attributes of a character. (SL.3.K.a)
<b>Vocabulary</b>	<p><b>fictional narrative:</b> a genre of writing whose purpose is to entertain and to teach about something</p> <p><b>character:</b> a person or animal in the story</p> <p><b>attribute:</b> a quality or feature of something or someone</p> <p><b>adjective:</b> a word or phrase used to describe a person, place, thing, or idea</p> <p><b>plot:</b> the events in a story</p>
<b>Materials and Preparation</b>	<p>Before the lesson, choose an audience for whom children can authentically write. This unit suggests that children write books to be shared with a K1 partner class. Other possibilities include writing books/plays to be shared with other school community members and/or families.</p> <ul style="list-style-type: none"> <li>● Character chart, from Week 1, Day 3</li> <li>● writing tools</li> <li>● children’s drawing and writing books</li> <li>● Thinking and Feedback visuals</li> <li>● sticky notes, for recording suggestions</li> </ul>
<b>Opening</b> 5 minutes	<p><i>We have learned a lot about <b>fictional narratives</b>, and now you get to begin writing your own! For the next few weeks you will work to plan and write a book that you will share with a K1 buddy.</i></p> <p><i>Just like we did as a class, your first job will be to imagine a <b>character</b>.</i></p> <p>Refer to the Character chart.</p> <p><i>What <b>attributes</b> will your character have? Will it be an animal or a human? What will your character like to do? How will your</i></p>

	<p><i>character feel?</i></p> <p><i>In your drawing and writing book, you will draw your character. Then add <b>adjectives</b>—words to describe your character. Then write a name for your character.</i></p> <p><i>Take some time to think about the character you would like to write about. When you have an idea, find a partner and share your thoughts before you go to write.</i></p> <p>As children are ready, distribute writing materials and drawing and writing books.</p>
<p><b>Individual Construction</b> 15 minutes</p>	<p>Send the children to draw and write about their characters. As they work, circulate to support them. Ask questions to help children develop their characters more fully.</p> <p>Identify a child to present and receive feedback on her character using Thinking and Feedback.</p>
<p><b>Closing</b> 10 minutes</p>	<p>Bring the class back together. Use the Thinking and Feedback protocol for one child’s character description. Record suggestions on sticky notes to place in the child’s drawing and writing book.</p> <p><i>Today you began working on your own fictional narratives by developing characters. Tomorrow you will begin to plan the <b>plots</b> of your stories.</i></p>
<p><b>Standards</b></p>	<p><b>W.3.K.a</b> Use a combination of drawing and writing to communicate a topic</p> <p><b>SL.3.K.a</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>
<p><b>Ongoing assessment</b></p>	<p>As children write, listen for and make note of how children discuss characters. After the lesson, review the children's writing.</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 might they need to add to make their characters more complex?</p> <p>How do they express character attributes (orally, through drawing, through writing)?</p>

WEEK 2 Day 3

**Writing Fictional Narrative**  
Individual Construction: Plot

<b>Content Objective</b>	I can use character attributes to write a problem for a story. (W.3.K.a)
<b>Language Objective</b>	I can ask and answer questions about my character’s problem. (SL.2.K.b)
<b>Vocabulary</b>	<p><b>character:</b> a person or animal in the story</p> <p><b>fictional narrative:</b> a genre of writing whose purpose is to entertain and to teach about something</p> <p><b>attribute:</b> a quality or feature of something or someone</p> <p><b>plot:</b> the events in a story</p> <p><b>problem:</b> a challenge in the story</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Character chart, from Week 1, Day 3</li> <li>● writing tools</li> <li>● children’s drawing and writing books</li> <li>● Thinking and Feedback visuals</li> <li>● sticky notes, for recording suggestions</li> </ul>
<b>Opening</b> 5 minutes	<p><i>Yesterday you began developing <b>characters</b> for your <b>fictional narratives!</b> Today you will use your character <b>attributes</b> to begin planning the <b>plot</b> of your story.</i></p> <p>Refer to the Character chart.</p> <p><i>As a class we decided on the attributes of our character. Then we all thought about what <b>problem</b> that character might have. You are going to do the same thing today. Think about your character and his attributes. What is one problem your character could have? When you have an idea, give a silent thumbs up.</i></p> <p>Review the routine for turning to talk to a partner. Guide children to move so they are sitting knee to knee with their partners. Review the routine for choosing who will talk first.</p>

	<p><i>The first partner will describe her character and tell her idea for a problem, and the second partner will ask a question. Then the second partner will describe his character and tell his idea for a problem, and the first partner will ask a question.</i></p> <p>As the children talk to their partners, circulate to support them. After children finish their conversations, distribute writing materials and drawing and writing books and send them to write.</p>
<p><b>Individual Construction</b> 15 minutes</p>	<p>Send the children to draw and write. Some may need to continue developing their characters, while others are ready to begin writing about the character’s problem. As children work, circulate to support them. Ask questions to help children develop their characters more fully. Guide them to choose problems related to their characters’ attributes. Children may write more than one possible problem to choose from on Day 4.</p> <p>Identify a child to present and receive feedback on her problem using Thinking and Feedback.</p>
<p><b>Closing</b> 10 minutes</p>	<p>Bring the class back together. Use the Thinking and Feedback protocol for one child’s problem, based on character attributes. Record suggestions on sticky notes to place in the child’s drawing and writing book.</p> <p><i>Today you began working on the plots of your fictional narratives by coming up with problems your characters might have. Tomorrow you will have a chance to dramatize your problems before continuing to write.</i></p>
<p><b>Standards</b></p>	<p><b>W.3.K.b</b> Use a combination of drawing and writing to communicate a topic.</p> <p><b>SL.3.K.a</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>
<p><b>Ongoing assessment</b></p>	<p>As children write, listen for and make note of how children discuss problems. After the lesson, review children’s writing.</p> <p>Do the problems connect with the character attributes?</p>

**Notes**

WEEK 2 Day 4

**Writing Fictional Narrative**  
Individual Construction

<b>Content Objective</b>	I can write a fictional narrative. (W.3.K.b)
<b>Language Objective</b>	I can tell a fictional narrative to my partner, using a clear voice. (SL.4.K)
<b>Vocabulary</b>	<p><b>character:</b> a person or animal in the story</p> <p><b>problem:</b> a challenge in the story</p> <p><b>fictional narrative:</b> a genre of writing whose purpose is to entertain and to teach about something</p> <p><b>orientation:</b> in a fictional narrative, the text that introduces the characters and setting, and gives a clue about the story’s problem</p> <p><b>feedback:</b> specific, helpful suggestions given to improve work</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Fictional Narrative anchor chart, from Week 1, Day 1</li> <li>● children’s drawing and writing books, for their reference Before the lesson, check in with one child who is willing to tell his story in front of the class to model.</li> <li>● writing tools</li> <li>● drawing and writing paper Different styles of loose paper (they will be stapled later) should be available to children. All pages should have space for illustration and lines for writing words, but the number of lines and size of the illustration space, as well as the orientation of the page (horizontal or vertical) can be tailored to the needs of the children.</li> <li>● children’s writing folders</li> <li>● Fictional Narrative Observation Tool, one copy for each child</li> </ul>
<b>Opening</b> 14 minutes	<p><i>Now that you have a plan for the main <b>character</b> and <b>problem</b> in your story, you will start writing your <b>fictional narrative!</b></i></p> <p><i>Before you start writing, you will meet with a partner to tell, and maybe act out, your story.</i></p>

	<p>Refer to the Fictional Narrative anchor chart.</p> <p><i>Remember, your story should begin with an <b>orientation</b> that introduces the characters and setting and gives a clue about the problem. Then you should have some events before the big problem happens, as well as an event before the problem is solved.</i></p> <p><i>Think about your character and problem plan and to think about what will happen in your story.</i></p> <p>Provide children time to think, and then model telling and acting out stories.</p> <p><i>_____ is going to share his story so that we can practice telling and acting out to prepare for writing.</i></p> <p>Have the presenting child tell his story, inviting you to dramatize it with him, if that is helpful. Model responding to the story by sharing an appreciation or suggestion.</p> <p><i>Now it's your turn to share your story with a partner. Each partner will have a chance to tell her story. If it's helpful, you can act out the story together. If you thought of more than one problem yesterday, you might need to act out different problems and get <b>feedback</b> from your partner, to choose which is best.</i></p> <p>Pair children and send them to tell/dramatize their stories. Have children's drawing and writing books available for reference, in case they need to remember details about their characters or problems.</p> <p>Bring the class back together. Show the paper available for writing.</p> <p><i>You will be writing your fictional narratives as a book. On the first page you will write your orientation. Make sure you use this first page to introduce the characters, setting, and problem. Then you can use each page after that to write about a different event in the story. Take one page at a time. We will collect the pages in your writing folders and staple them together when your books are complete.</i></p> <p>Send the children with writing tools and papers to draw and write.</p>
<p><b>Individual Construction</b> 15 minutes</p>	<p>As children work, circulate to support them. If a child is stuck, facilitate gathering several children to dramatize the story, to give the writer more ideas. Take notes about children's writing using the Fictional Narrative Observation Tool.</p> <p>Identify a child to present and receive feedback on his work using Thinking and Feedback, at the beginning of Day 5.</p>

<p><b>Closing</b> 1 minute</p>	<p><i>Today you began writing your fictional narratives. Tomorrow we will use Thinking and Feedback to respond to _____'s work, and you will continue writing your stories.</i></p> <p>Have the children put away their papers in their writing folders.</p>
<p><b>Standards</b></p>	<p><b>W.3.K.b</b> Use a combination of drawing and writing to communicate a topic. <b>SL.4.K</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>
<p><b>Ongoing assessment</b></p>	<p>Observe and take notes as children write.</p> <p>Do children begin with an orientation that introduces the characters, setting, and problem? Do they include multiple events (not just the problem in the story)? How do they resolve the problem? How well-developed are the characters? Do they write in third person? Do they write in past tense?</p>

**Notes**



## Fictional Narrative Observation Tool

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

	Yes, date observed and notes	Not Yet, notes and next steps
Structure		
<b>Orientation:</b> introduces who the story is about, where and when it happened, and a clue about the problem		
<b>Sequence of Events:</b> includes events leading up to the crisis (big problem), the crisis, and the solution		
<b>Conclusion:</b> teaches about something, or reflects on how a character has changed		
<b>Title:</b> is informative (previews the topic of the story) and enticing (draws the reader in)		

	Yes, date observed and notes	Not Yet, notes and next steps
Language		
<b>The Third Person:</b> uses the third person to write a character's story (not his/her own story)		
<b>Past Tense:</b> uses past tense, except in dialogue		
<b>Dialogue:</b> uses dialogue to develop characters and plot		
Conventions: List 1-2 areas of instruction that would most greatly improve the child's ability to communicate with an audience, for example: encoding sounds, writing high-frequency words, putting spaces between words, using punctuation.		

Suggestions for Week 5 small group work, based on observations

A large, empty rectangular box with a thin black border, intended for taking notes or suggestions. It occupies most of the page's width and height.

Writing U3 W2 D4

WEEK 2 Day 5

**Writing Fictional Narrative**  
Individual Construction

<b>Content Objective</b>	I can write a fictional narrative. (W.3.K.b)
<b>Language Objective</b>	I can tell a fictional narrative to my partner, using a clear voice. (W.3.K.b)
<b>Vocabulary</b>	<p><b>character:</b> a person or animal in the story</p> <p><b>problem:</b> a challenge in the story</p> <p><b>fictional narrative:</b> a genre of writing whose purpose is to entertain and to teach about something</p> <p><b>orientation:</b> in a fictional narrative, the text that introduces the characters and setting, and gives a clue about the story’s problem</p> <p><b>feedback:</b> specific, helpful suggestions given to improve work</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Thinking and Feedback visuals</li> <li>● sticky notes, for recording suggestions and inspirations</li> <li>● children’s drawing and writing books and writing folders</li> <li>● writing tools</li> <li>● drawing and writing paper in different styles</li> <li>● Fictional Narrative Observation Tools, from Day 5</li> </ul>
<b>Opening</b> 10 minutes	<p><i>Yesterday you began writing your <b>fictional narratives!</b> We will start today with <b>Thinking and Feedback</b>, and then you will continue your own writing.</i></p> <p>Use the Thinking and Feedback protocol to present the child’s work chosen on Day 4. Record suggestions on sticky notes to place in the child’s folder. Record inspirations on sticky notes to place in the folders of those who were inspired.</p> <p>Send the children with materials to continue writing.</p>

<b>Individual Construction</b> 19 minutes	As children work, circulate to support them. If a child is stuck, facilitate gathering several children to dramatize the story, to give the writer more ideas. Take notes about children’s writing using the Fictional Narrative Observation Tool.
<b>Closing</b> 1 minute	<p style="text-align: center;"><i>Next week you will continue work on your fictional narratives.</i></p> Have the children put away their papers in their writing folders.
<b>Standards</b>	<b>W.3.K.b</b> Use a combination of drawing and writing to communicate a topic. <b>SL.4.K</b> Speak audibly and express thoughts, feelings, and ideas clearly.
<b>Ongoing assessment</b>	Observe and take notes as children write. Do children begin with an orientation that introduces the characters, setting, and problem? Do they include multiple events (not just the problem in the story)? How do they resolve the problem? How well-developed are the characters? Do they write in the third person? Do they write in past tense?

**Notes**

Writing U3 W2 D5

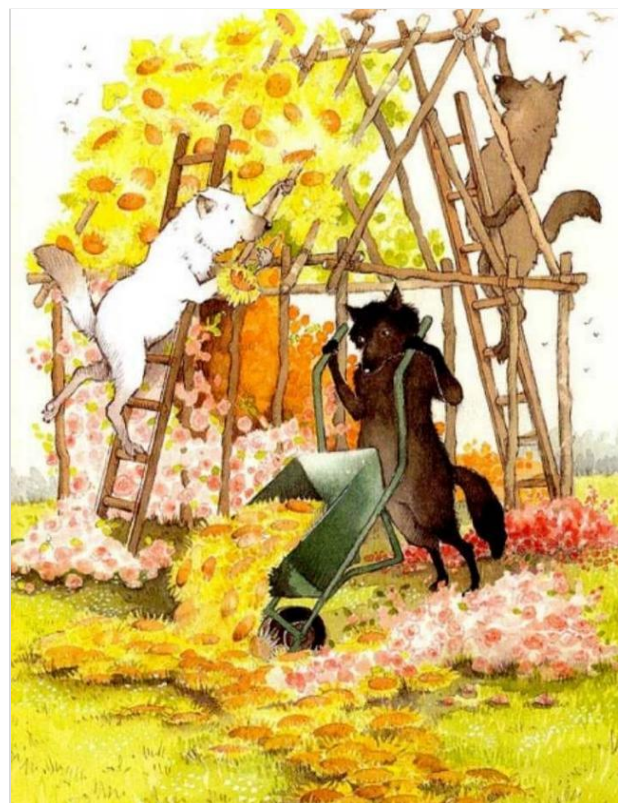
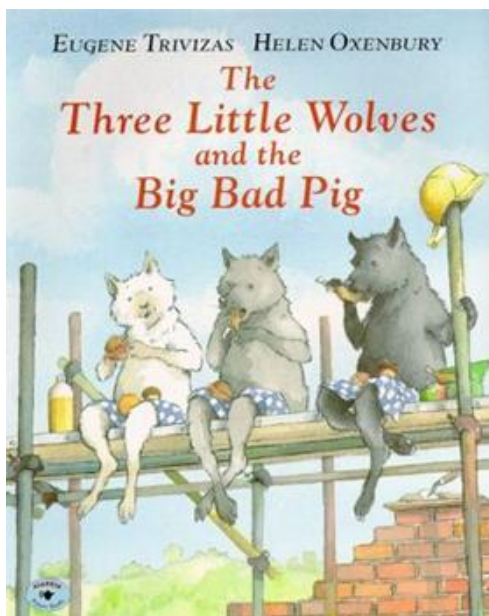
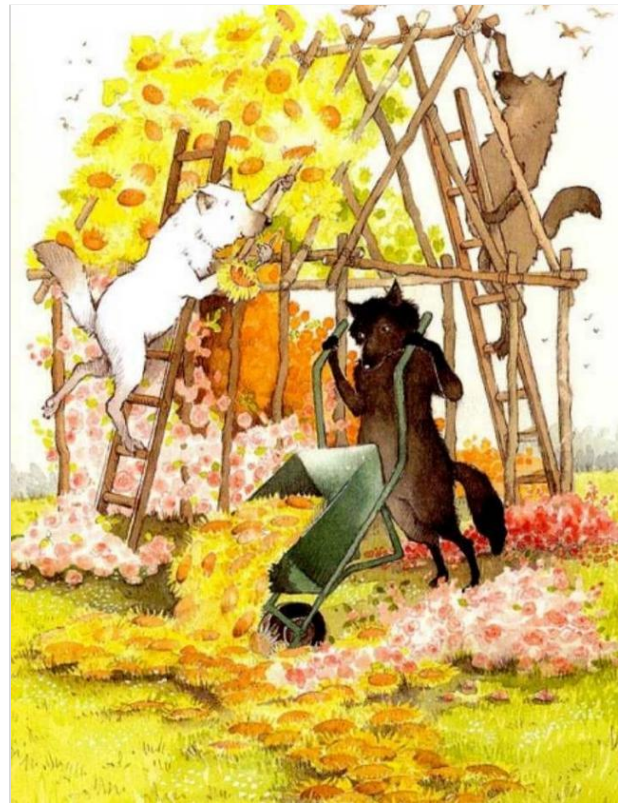
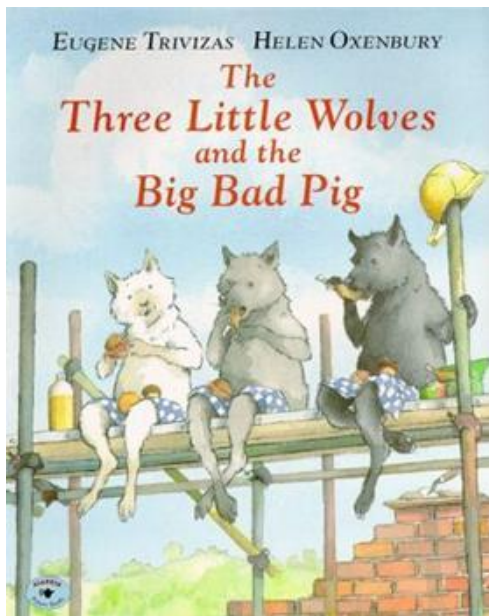
Unit 3: Construction

WEEK 2

Stations

Station	Activities	Materials Add writing and drawing tools at each station.
<b>Strategic Small Group Instruction</b>		Dedicate the majority of Stations time to strategically targeted small group instruction.
<b>Reading</b>	Independent and Partner Reading	<ul style="list-style-type: none"> <li>● collection of high-interest picture books, including on the topic of study (construction)</li> </ul>
<b>Pocket Chart</b>	“Popsicle Sticks and Glue”	<ul style="list-style-type: none"> <li>● “Popsicle Sticks and Glue” sentence strips</li> <li>● pocket chart</li> <li>● “Popsicle Sticks and Glue” on chart</li> <li>● “Popsicle Sticks and Glue” child copies</li> <li>● pointer</li> <li>● drawing tools, optional</li> </ul>
<b>Listening &amp; Speaking</b>	Talk Time	<ul style="list-style-type: none"> <li>● Week 2 Talk Time image and prompt</li> <li>● 1-minute sand timers, optional</li> </ul>
	Listen and Respond	<ul style="list-style-type: none"> <li>● technology for listening to recorded text</li> <li>● <i>The True Story of the Three Little Pigs</i> recording</li> <li>● <i>The True Story of the Three Little Pigs</i>, Jon Scieszka</li> <li>● conversation prompts, cut apart</li> </ul>
<b>Writing</b>	<i>The Three Little Pigs</i>	<ul style="list-style-type: none"> <li>● <i>The Three Little Pigs</i>, Paul Galdone</li> <li>● writing prompt sheet, one copy for each child</li> <li>● writing and drawing tools</li> </ul>
<b>Word Work</b>	Make it Rhyme	<ul style="list-style-type: none"> <li>● Make it Rhyme sheets, one for each child</li> </ul>
	Changing Ending Sounds	<ul style="list-style-type: none"> <li>● Changing Ending Sounds sheets, one for each child</li> </ul>
	Read, Build, Write Trick Words	<ul style="list-style-type: none"> <li>● Read, Build, Write Sheets, one for each child</li> <li>● magnetic letters or letter tiles</li> </ul>

Talk Time Week 2



Listening & Speaking Station: Talk Time U3 W2



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Here is another version of a Three Little Pigs story.  
The wolves build a house of flowers.  
How does this make us think about wolves?

---

Here is another version of a Three Little Pigs story.  
The wolves build a house of flowers.  
How does this make us think about wolves?

---

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The wolves build a house of flowers.  
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The wolves build a house of flowers.  
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---

Here is another version of a Three Little Pigs story.  
The wolves build a house of flowers.  
How does this make us think about wolves?

---

*The True Story of the Three Little Pigs*

Do you believe the wolf?  
Why or why not?

---

*The True Story of the Three Little Pigs*

Do you believe the wolf?  
Why or why not?

---


*The True Story of the Three Little Pigs*

Do you believe the wolf?  
Why or why not?

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

**Writing Station: *The Three Little Pigs***

Retell the story of *The Three Little Pigs*. Draw the events in sequence, and add speech bubbles to show what the characters are saying.

1 	2	3
Continue the story on the next page.		

Writing Station U3 W2

4

5



6



Writing Station U3 W2

Name \_\_\_\_\_


Read the first word.

Write the word that rhymes.

	run		__un
-----------------------------------------------------------------------------------	-----	------------------------------------------------------------------------------------	------

	rib		__ib
-----------------------------------------------------------------------------------	-----	------------------------------------------------------------------------------------	------

	Ted		__ed
------------------------------------------------------------------------------------	-----	-------------------------------------------------------------------------------------	------

	cat		__at
-------------------------------------------------------------------------------------	-----	--------------------------------------------------------------------------------------	------

	bud		__ud
-------------------------------------------------------------------------------------	-----	--------------------------------------------------------------------------------------	------

Name \_\_\_\_\_

Read the word. Change the ending sound to make a new word.

If I can read this,

I can write and read that!



pal



pa\_\_



cap



ca\_\_



lit



li\_\_



rim



ri\_\_



cob



























co\_\_

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

**Word Work Station**

Read the word. Build the word. Write the word.

Read the word	Build the word	Write the word
little		 _____  -----  _____  _____
you		 _____  -----  _____  _____
we		 _____  -----  _____  _____

Read the word	Build the word	Write the word
can		 <hr/>  <hr style="border-top: 1px dashed black;"/>  <hr/>  <hr/>
see		 <hr/>  <hr style="border-top: 1px dashed black;"/>  <hr/>  <hr/>
my		 <hr/>  <hr style="border-top: 1px dashed black;"/>  <hr/>  <hr/>



WEEK 2

Shared Reading

<p align="center"><b>“If I Could Make a City”</b> Modified from a poem by Betsy Franco</p>			
<p><b>Standards:</b> R.2.K.c R2.K.d R.3.K.b R.3.K.c</p>	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>If I could make a city, I know just what I’d like: An ice cream store And toy shop, A place to get a bike.</p> <p>If I could make a city, I’d like to make a park: A place for tag, Slides and swings, Where it never gets dark!</p> </td> <td style="width: 50%; vertical-align: top;"> <p>If I could make a city, There’s one more thing I’d add: A home for me And family Where we will all be glad!</p> </td> </tr> </table>	<p>If I could make a city, I know just what I’d like: An ice cream store And toy shop, A place to get a bike.</p> <p>If I could make a city, I’d like to make a park: A place for tag, Slides and swings, Where it never gets dark!</p>	<p>If I could make a city, There’s one more thing I’d add: A home for me And family Where we will all be glad!</p>
<p>If I could make a city, I know just what I’d like: An ice cream store And toy shop, A place to get a bike.</p> <p>If I could make a city, I’d like to make a park: A place for tag, Slides and swings, Where it never gets dark!</p>	<p>If I could make a city, There’s one more thing I’d add: A home for me And family Where we will all be glad!</p>		
<p><b>Session 1</b></p>	<p>Opening: <i>Today we will learn another poem about construction. The title of this poem is “If I Could Make a City.” What do you think this poem might be about?</i></p> <p>Fluency: Teach the poem by modeling expressive reading while pausing at the last word of each stanza to allow children to fill in the rhyming word. Next, invite children to chime in while reading it a second time, emphasizing the repetition of “If I could make a city.”</p> <p>Meaning Making: <i>What are some of the things the author would put in the city? How is this poem similar to “Popsicle Sticks and Glue?” [Both would build houses, shops, and a playground]</i></p>		

**“If I Could Make a City”**

<p><b>Standards:</b> R.2.K.c R2.K.d R.3.K.b R.3.K.c</p>	<p>If I could make a city, I know just what I’d like: An ice cream store And toy shop, A place to get a bike.</p> <p>If I could make a city, I’d like to make a park: A place for tag, Slides and swings, Where it never gets dark!</p>	<p>If I could make a city, There’s one more thing I’d add: A home for me And family Where we will all be glad!</p>
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<p><b>Session 2</b></p>	<p><b>Fluency:</b> Reading the poem one stanza at a time, invite a child to track the print with a pointer. Invite children to echo each stanza.</p> <p><b>Phonological Awareness:</b> <i>We have practiced hearing sounds at the beginning and end of words. Today we are going to focus our attention on the sound in the middle of words. You can hear the middle sound in a word, and some words sound the same in the middle. Listen for the middle sound in “tag.”</i> Model saying /t/-/ă/-/g/ and tapping the top of the arm for /t/, the middle of the arm for /ă/, and the wrist for /g/. <i>What is the middle sound?</i> [tap the middle of your arm again to help children recall]. <i>The middle sound in “tag” is /ă/.</i> Repeat the same exercise with any of the words “make,” “like,” “home”.</p> <p><b>Letter-Sound Awareness:</b> <i>The middle sounds in all those words are vowel sounds. Remember, the vowels are a, e, i, o, and u, and each vowel can make different sounds depending on the letters around it.</i> <i>When a vowel says its name, it’s called a long vowel sound. The other sound we have already learned for each vowel is a short vowel sound.</i> Invite children to practice saying the short vowel sounds, followed by the long vowel sounds. <i>I will point to a word and read it. Listen for the vowel sound in the middle.</i> Point to and read “bike.” <i>What sound is in the middle of the word, and what vowel makes that sound? Is it a long vowel or short vowel?</i> Repeat with “place” and “glad.”</p>
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**“If I Could Make a City”**

<p><b>Standards:</b> R.2.K.c R2.K.d R.3.K.b R.3.K.c</p>	<p>If I could make a city, I know just what I’d like: An ice cream store And toy shop, A place to get a bike.</p> <p>If I could make a city, I’d like to make a park: A place for tag, Slides and swings, Where it never gets dark!</p>	<p>If I could make a city, There’s one more thing I’d add: A home for me And family Where we will all be glad!</p>
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<p><b>Session 3</b></p>	<p><b>Phonological Awareness:</b> Cover the poem so that children do not see the print. <i>Some words have two sounds at the beginning that are blended together. I am going to say the two beginning sounds of a word and then the end of the word, and you will blend it all together into a word.</i> Say “/p/-/l/---/ās/” with a long pause between the onset blend and rime. <i>What word is that? It’s “place.” You blended together /p/, /l/.</i> Repeat the same exercise with “cream” and “slide.”</p> <p><b>Fluency:</b> Show the poem and invite children to read it.</p> <p><b>Letter-Sound Awareness:</b> <i>Remember the vowels are a, e, i, o, and u. Each vowel makes different sounds depending on the letters around it. I will point to a word and read it. Listen for the vowel sound in the middle.</i> Point to “shop” and read it aloud. <i>What sound is in the middle, and what vowel makes that sound?</i> Repeat with “slide” and “get.”</p> <p><b>Word Recognition:</b> <i>“An” is a new high frequency word in this poem. It is also part of many words we can read like “can” and “man.”</i> <i>We call “an” a glued sound, because the two letters get glued together to make a new sound.</i> <i>Here is another high frequency word in the poem: “like.”</i> <i>“Like” has a silent e at the end, which makes the i sound long; the i says its name.</i></p>
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<b>Extensions</b>	<p>“Change One Sound” game: Say “tag” and invite children to write it on their own whiteboards and read the word. Provide a new middle sound orally, /ŭ/, and ask them to write the new word and read it. In sequence, replace the initial sound with /b/, the middle sound with /i/, and the final sound with /t/. Children will have written and read “ tag, tug, bug, big, bit.”</p> <p>Vowel sound practice: Say different words from the poem or relating to construction that have long or short vowel sounds. Invite children to stand up when they hear a long vowel sound and sit down when they hear a short vowel sound.</p>
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Name: \_\_\_\_\_

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

**If I Could Make a City**

If I could make a city,  
I know just what I'd like:  
An ice cream store  
And toy shop,  
A place to get a bike.

If I could make a city,  
I'd like to make a park:  
A place for tag,  
Slides and swings,  
Where it never gets dark!

If I could make a city,  
There's one more thing I'd add:  
A home for me  
And family  
Where we will all be glad!