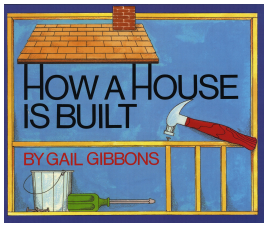
WEEK 5 Day 5



Read Aloud

How a House Is Built

Read 5 of 5

Big Ideas	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. People use tools and materials for specific purposes.
Unit Question	What process helps you construct structures, ideas, and works of art?
Guiding Questions	How do people use different tools and materials for different purposes?
Content Objectives	I can explain the sequence of how a house is built. (R.6.K.a, R.6.K.b) I can use key details from an informational text on construction to draw and write a sequenced plan for original construction. (W.3.K.b)
Language Objective	I can use vocabulary from informational text about construction in a written explanation of construction. (L.6.K)
Vocabulary	**architect**: a person who designs buildings **concrete**: a material used for building that begins in liquid form and dries into a heavy solid **foundation**: the bottom part of a building or structure **frame**: a solid structure that surrounds something **install**: to put in **interior**: the inside of a structure or building **support**: to hold up

Materials and Preparation	● *How a House Is Built,* Gail Gibbons ● *How a House Is Built* sequencing sheets Cut apart the sheets apart and put them in random order ● chart paper ● tape ● blank paper, one for each child ● writing tools ● Construction House Plans, from Writing and Drawing, Week 5 ● Unit Question chart
Opening 1 minute	Review the text and set a purpose. *Today we will order the events in building a wood frame house, based on what we've read in* How a House is Built*. Then we will think about logical sequences for our own constructions.*
Text and Discussion 7 minutes	Show the *How a House Is Built* sequencing sheets. *Here, I have pictures and words that show important steps in building a house, according to* How a House Is Built. *Let's work together to put them in sequence, or in order, on our chart.* With children seated in a circle on the perimeter of the rug. Show each picture, read the words, and lay out the sheets in the middle of the circle. As a class, work together to order the events, referring to the text as needed. Once the class has agreed on an order, invite several children to attach the events to the chart. Discuss with the children why they think this order makes the most sense.
Writing and Drawing 8 minutes	Children will make a plan for something they want to build in Centers, taking into consideration the important steps they learned from *How a House is Built,* such as creating a floor, or adding a roof. Distribute paper and writing tools for children's planning.As children work on their plans, circulate to support them, prompting them to articulate the steps they need in sequence. Encourage children to consider the steps for building that were presented in *How a House Is Built*. This task connects with Centers. Make connections as appropriate with each child. If children do not complete their plans, this work can continue into Centers and stations.
Closing 1 minute	*You can use your own plans, as well as classmates' plans, when you build during Centers!*

<table>
<tr><td>Unit Question Chart
3 minutes</td><td>Refer to the Unit Question Chart.
What processes help people construct structures, ideas, and works of art?
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: it is helpful to build the foundation of structure before it's walls, interior and roof; many different community workers are involved in the construction process; there are specific sequences, or steps, in the construction process that are effective.</td></tr>
<tr><td>Standards</td><td>R.6.K.a With prompting and support, identify characters settings and major events in a story.
R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
W.3.K.b Use a combination of drawing and writing to communicate a topic.
L.6.K Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</td></tr>
<tr><td>Ongoing assessment</td><td>Consider how children are participating as the group sequences the building of a frame house.
Do children determine the sequence of construction, as well as why the sequence matters?

Collect children's plans for their own constructions.
What sequence do children include in their plans?
Do children use information learned from text to inform their plans for original construction?</td></tr>
<tr><td>Center Activities</td><td>
<table>
<tr><td>Art Table</td><td>Children continue to work on the Our Town project.</td></tr>
<tr><td>Art Easel</td><td>Children paint inspired by Dreaming Up.</td></tr>
<tr><td>Blocks</td><td>Children continue to work on the construction site.</td></tr>
<tr><td>Dramatization</td><td>Children perform their choreographies or their musical compositions.</td></tr>
<tr><td>Library & Listening</td><td>Children research for the Our Town project.</td></tr>
<tr><td>Discovery Table</td><td>Children continue to work on the worksite.</td></tr>
<tr><td>Writing &</td><td>Children draw inspired by How a House is Built.</td></tr>
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	Drawing	

Notes

WEEK 5 Day 2

Art Studio: Design Studio 2

Children narrow the initial ideas and select a class response. Children make individual plans.

*this lesson takes place during the Intro to Centers, during Centers, and during Thinking and Feedback

Big Ideas	The process of design and construction includes imagining and being inspired, asking questions, researching, planning, creating, and improving our models. This process includes time to work alone and with others.
Guiding Questions	What suggestions do you have about constructions in our city to make Oru Town a fairer and more interesting place for children? What about you, and members of your community, gives you this perspective?
Vocabulary	**plan**: to think about what you are going to do (verb); a guide of what to do (noun)
Materials and Preparation	• Our Town Initial Ideas sheets, from Week 4 Before the Intro to Centers, take a look at these sheets. Note emerging trends in children's ideas. Group similar sheets together. • chart paper and marker • Our Town Individual Plan sheet, 1 per child • clipboards, 5 Place the Our Town Individual Plan sheets on the clipboards. Narrow down children's ideas. Spread out the Initial Ideas sheets and identify several main themes to focus the *Our Town* work. Some themes may be very concrete: a new playground or more houses for people to live in. Other themes may be more conceptual: making our town/neighborhood more beautiful or safer for children. Pre-select three or four overarching ideas that represent the range of children. If possible, consult colleagues to help identify themes. Perhaps bring the initial ideas to a planning time and discuss which overarching ideas seem to capture a vast majority of the children's voices. Write these three or 4 ideas on the chart paper.

	Bring the following to the Intro to Centers meeting: a few Our Town Initial Ideas sheets, chart paper, marker, Our Town Individual Plan sheet on a clipboard
Intro to Centers	*Last week, we received an invitation from the _____ (important figure). In our Design Studio, we individually envisioned how to make our town/neighborhood a more fair and interesting place for children. Let's take a look at some of your initial ideas.* Share a few of the Our Town Initial Ideas sheets. Read some ideas aloud. Allow time for reactions. *I looked over all your thoughts. I even met with _____ and _____* [insert colleagues' names] *to discuss your different ideas. We noticed that you are really interested in _____.* Refer to the chart and read the narrowed list of class ideas. *In response to _____ (important figure)'s letter, we will create 1 class model. It's important that we agree on just 1 big idea or maybe 2 ideas that go well together.* Facilitate a discussion to narrow down the ideas to just 1 or 2: ● Invite a few children to share reasons for why they think their idea is important. ● While validating all ideas, encourage children to listen to one another's different perspectives. ● Share how one child's idea might actually include other ideas. ● Encourage Sentence Frames for Discussion language such as "I agree with you about _____ and I also think _____" and "I have a different idea." ● Depending on the group and range of ideas, voting might be an option. ● If the ideas just cannot be narrowed, combining the ideas will work, as well. *We have a response to _____ (important figure)'s question! We think that _____ can make our town/city a more fair and interesting place for children.* *This week, we are going to do two things for the Our Town project. You will do some initial research in the Library and Listening Center about how to go about creating a model of ____. In the Design Studio, we will draw individual plans. What do you think a model of _____ can look like?* Model drawing and labeling a plan.
During Centers	Children individually draw plans of the _____ on the Our Boston

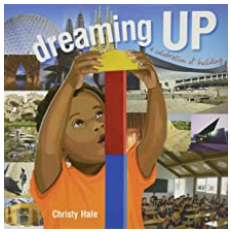
	Individual Plan sheet. Talk with children about what their ideas mean and prompt them to talk with one another. Remind children to look around at the vision boards for ideas.
Facilitation	● How can you make a model of _____? ● How does our idea help make our town/neighborhood more fair and interesting? ● Tell me more about this part. ● What is your inspiration?
Thinking and Feedback	During this meeting, revisit the class Our Town model idea. Show the chart from the Intro to Centers and few of the children's plans. Does this idea still represent the children's vision? Do the individual plans stir more ideas? Is more refinement of the model idea needed?
Standards	**SL.1.K.b** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). **SL.3.K.b** Add drawings or other visual displays to descriptions as desired to provide additional detail. **SEL Competencies and Skills.** Social Awareness. Showing Empathy **SEL Competencies and Skills.** Relationships Skills. Effectively communicating **SEL Competencies and Skills.** Decision Making. Identifying values, choices and decisions

Our Town Individual Plan

Name(s): _____

Draw your plan here.

WEEK 5 Day



Art Easel: Inspired by Dreaming Up

In following the Engineering Design Process, children construct paintings inspired by the text and/or other familiar structures.

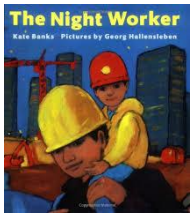
Big Ideas	Construction can be defined as the creation of products, including physical structures and works of art such as stories, dances, theatrical performances, and songs. The construction process can be similar across domains.
Guiding Questions	What processes help people construct structures, ideas, and works of art? Where do people find inspiration for building, creating, and composing?
Vocabulary	**sketch**: a quick drawing that gives an idea of a more finished picture
Materials and Preparation	• *Dreaming Up: A Celebration of Building*, Christy Hale Pre-identify a selection that stirred children's interests during the previous week's Read Aloud. Mark this section with a sticky note. • tempera paints • paint cups • mixing trays/palettes • paintbrushes in various thicknesses • painting paper or heavy paper • pencils • Engineering Design Process visuals Display the paint and accessories so that children can easily access everything independently and create their own color pallets. Add additional sources of inspiration such as photographs of structures, dependent on the children's current interests. Perhaps the *Our Town* project has sparked new conversations or curiosities. For instance, print out photos of local parks if children have been talking about park access.

	Bring the following to the Intro to Centers meeting: *Dreaming Up: A Celebration of Building*,the Design and Engineering visuals, a paper, and pencil.
Intro to Centers	Show *Dreaming Up: A Celebration of Building.* *Last week, we read* Dreaming Up: A Celebration of Building*. We talked about how the words, photographs, and illustrations are connected. Today at the Art Easel, you might select one of the* Dreaming Up *structures to paint.* Turn to the flagged pages in *Dreaming Up: A Celebration of Building*. *In our conversations last week, many of you were inspired by this selection.* Refer to the Engineering Design Process visuals when acknowledging each step. *We can follow the Design Process with constructing artwork. If I want to create a painting of this structure, I need to first imagine and be inspired. Let's take another close look. Turn and tell a partner about what you notice in this structure.* Provide time for children to share their ideas. Bring a few ideas into the whole group. *I will be sure to include these details in my painting. I now need to make a plan. I can plan my painting by making a* ***sketch*** *with a pencil.* Model. *Also part of my plan, I will need to consider the paint colors I will use.* *I will create my painting.* *Then, when I'm finished, I might take another look and see if I want to add or change anything. Perhaps I can ask my classmates for feedback or bring it to our Thinking and Feedback meeting.* *During Centers, you can construct a painting, inspired by any structure you find interestings from* Dreaming Up*. Also, because we've been talking a lot about _____, I've also included some photographs of _____. You might also be inspired by these photographs, as well. You can work with a partner and decide together what inspires you. When you work together you will have to figure out how to make a plan, use the materials and share the space.*

During Centers	Children find inspiration in *Dreaming Up: A Celebration of Building* and/or the images provided to construct a painting. In the text, children might be drawn to an image, illustration, or poem. In following the Engineering Design Process, children identify their inspiration, make a plan by sketching and identifying paint colors, paint, and then revise, if needed. Support children with mixing colors to create desired shades. Encourage children to provide and receive feedback from classmates. Children might also want to share their work during Thinking and Feedback. Encourage children to problem solve how they might work on a painting together with a partner. Some children's work might be more literal and some paintings might be more interpretive. Encourage both modes of expression.
Facilitation	● How does this photograph, poem, and/or illustration inspire you? ● What shapes, colors and materials do you see? ● What are important details you would like to include? ● How did you choose these colors? How did you create them? ● How does problem solving help you to work together?
Standards	**SL.1.K.a** Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups. **SEL. Relationships Building**. Collaborative problem-solving. (Boston)

Notes

WEEK 5 Day 1



Blocks: Construction Site 2

Children continue to work on the construction site inspired by *Night Workers*.

Big Ideas	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. People use tools and materials for specific purposes.
Guiding Questions	What do you feel inspired to build, create, or compose, and what materials and tools do you need to complete this project? How do people use different tools and materials for different purposes?
Vocabulary	**construction:** making or building; things that are made or built **structure:** something that is built **plan**: a guide of what to do **construction site**: the place where a building is built
Materials and Preparation	● varied blocks including unit, foam, hollow, etc. ● construction vehicle ● beautiful stuff ● paper and writing utensils ● clipboards ● *The Night Worker* text ● ipad, or other technology to document If possible, allow for the construction site to remain up from the previous week so that children can keep working.
Intro to centers	*The work on a construction site can go on for a long time depending on what the workers are building. This week you can continue to work on your construction site. It seems like you decided to build a*

	_____ *in your construction site. What are some things you notice about it?* Harvest a couple of responses. *What else does the construction site need? What would you add?* Harvest a couple of responses. *You can keep working together and take pictures and video to document the work on the construction site.*
During centers	Support children as they figure out next steps for the construction site. Encourage them to document their process as they work together.
Guiding Questions	● What else does the construction site need? ● What structure are you building on the construction site? ● What kind of vehicles and machines do you need to continue the work? ● How are you making decisions together? ● How are the plans helping you with your construction?
Standards	**L.1.K.a** Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups. **SL.3.K.b** Add drawings or other visual displays to descriptions as desired to provide additional detail. **Global Connections (K)** 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. **SEL.Relationships Skills**:Teamwork (Boston)

Notes

WEEK 5 Day 4

Dramatization: Dance or Music Performances

Children perform their solo or ensemble musical or dance acts for the class and/or the invited audience.

Big Ideas	The process of design and construction includes imagining and being inspired, asking questions, researching, planning, creating, and improving our models. This process includes time to work alone and with others.
Guiding Question	What process helps you construct structures, ideas, and works of art? Where do people find inspiration for building, creating, and composing?
Vocabulary	● **choreographer**: someone who makes up dances ● **composer**: a person who writes and arranges pieces of music ● **musician**: someone who plays a musical instrument ● **ensemble**: group of musicians, dancers, or actors who perform together ● **solo:** a performance done by only one person ● **audience:** a group of people who attend a performance ● **emcee:** a person who introduces guests or performers at an event
Materials and Preparation	Replenish any materials from the previous weeks. ● music, musical instruments, attire needed for the performances ● camera for photos/video ● paper and clipboards ● writing tools Confirm attendance of the audience from outside your classroom and designated time frame (families, school staff, visiting expert, etc.). This is an excellent opportunity to show the expert/s who visited the classroom what the children made and to make connections between the expert/s work, their knowledge and their creations.

Intro to Centers	*Today and tomorrow we'll be performing our ____ (dance/s or musical arrangements) in front of an audience.* *What do you think we need to make the audience feel welcomed and comfortable?* Invite children to think about seating, about writing a program so the audience knows what to expect, having ushers, ect. Make a list of their ideas and invite them to choose what they would like to work on. Some children may choose to create/arrange the items needed to make the audience feel welcomed, some may choose to be performers and some may choose to be the audience once the performance is ready.
During Centers	Encourage children to make the items added to the list. Additional ideas include programs, chair arrangements, welcome signs, tickets, deciding who will be the emcee. If more than one performance will take place, support children in making the decision of the order of the performances making sure that all involved have a chance to do so. Set aside sufficient time towards the end of Centers for the performance/s to take place. Take photos or record video of children setting up and of their performance.
Facilitation	● Are there any other props you need? How could you make that? ● What else do we need to have ready for the performance/s? ● How will you decide the order of the performers? ● If you don't agree, how will you solve the challenge? ● How does working as a team help you perform/create the props needed for the performance?
Standards	**SL.K.1.** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. **SL.K.3.** Ask and answer questions about what a speaker says in order to seek help, get information, or clarify something that is not understood. **SL.K.6.** Speak audibly and express thoughts, feelings, and ideas clearly. **L.K.6.** Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts. **SEL.Relationships Skills**:Teamwork **SEL.Relationships Skills:** Social engagement

WEEK 5 Day after Art Studio launch

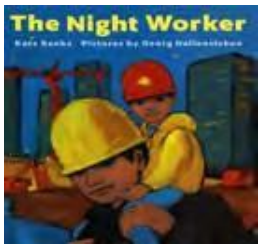
Library & Listening: Open Research Our Town

Children research ideas for how to create their Our Town project.

BIg Ideas	The process of design and construction includes imagining and being inspired, asking questions, researching, planning, creating, and improving our models. This process includes time to work alone and with others.
Guiding Questions	What suggestions do you have about constructions in our city to make Boston a fairer and more interesting place for children? What about you, and members of your community, gives you this perspective?
Vocabulary	**research:** to find out about a topic **designer**: a person who plans before something is made or built **fair:** when everyone gets what they need **suggestion**: an idea
Materials and Preparation	• books and images • images from past Our Boston projects slides (projects from Boston) • images/texts related to children's interest • ipad or laptop • sticky notes • clipboards • paper • writing utensils Gather books and images children could use to get ideas for the project. Set up the Our Boston slides, select a few images you think would be useful and connected to children's ideas. Set out clipboards with paper, sticky notes, and writing utensils. Set up a laptop or ipad with the resources.
Intro to Centers	*This week in Library & Listening you can research ways to create Our Town project:_____. You can look at books and images to see what idea you get for how to construct our model.*

	Show a couple of the slides from the past projects (From Boston). *Turn and talk to a partner about what you notice about these models* Think, Pair, Share. *As we work on our project we can use the ideas you get to plan and construct _____.* *Work together as you think about what we need to know to create our_____.*
During Centers	Support children to gather ideas about materials, colors, size for their project. Guide children to talk with each other and to use both books and images for inspiration, encourage them to add their ideas to the vision board that is set up in the Design Studio. Support them to add stickies or highlights to mark things they are interested in. Encourage children to collaborate and talk with each other about what would be helpful to know to be able to construct the Our Town project.
Facilitation	● What ideas and questions did you get about _____ as you were researching? ● How does researching help you to think more about _____? ● What kinds of materials do you think we should use? Why? ● What else would help you to plan for our _____? ● How does working together help you to think about our project?
Standards	**R.4.K** Ask and answer questions with prompting and support about who, what, when, where and how. **SL.1.K.b** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). **SEL.Relationships Skills**:Teamwork (Boston)

Notes



WEEK 5 Day 2

Discovery Table: Night Worker, part 2

Children tell and act out their own stories, inspired by *The Night Worker,* using sand, model vehicles, and props. When possible, teachers take dictations of children's stories.

Big Ideas	Through using materials and interacting with them, people learn important concepts and gain skills relating to physical science, engineering and technology, and the arts. People's perspectives depend on culture, history, location, age, and personal views or ideas. All perspectives are valid. Stories help us experience different perspectives.
Guiding Question	How do people use different tools and materials for different purposes?
Vocabulary	**construction site:** where a building is built
Materials and Preparation	*Same materials as previous week:* ● *The Night Worker,* Kate Banks ● sensory/discovery table, or tabletop tubs filled with sand ● small model construction vehicles ● craft/popsicle sticks and/or small twigs (for the puppets and for play) ● small, flat wooden blocks/planks, 5-10 pieces (e.g., tabletop blocks or Kapla blocks) ● *The Night Worker* stick puppets Print the images provided onto heavy paper and laminate. Adhere to popsicle sticks. ● spray bottle filled with water ● dustpan and brush for sweeping sand ● gloves, optional ● hardhats for children, optional *Add this week:* ● a method to collect children's stores such as a classmate notebook (paper stapled together), blank paper, or paper/clipboard

	Gather model vehicles and props that might mimic a construction site (e.g., popsicle sticks or wooden blocks for beams). Fill a spray bottle with water to dampen the sand. For the Intro to Centers, bring a couple of the construction vehicles and stick puppets to the Whole Group Meeting area.
Intro to Centers	Show *The Night Worker.* *Last week at the Discovery Table, you created a **construction site** and retold* The Night Worker*.* Show the stick puppets. Name one specific way one child used this prop or one of the vehicles. *This week, you will tell your own stories that might take place at a construction site. You might begin your story just like* The Night Worker*. Or you might construct a different story entirely.* Using the text as a jumping off point, model telling a story in your own words. Use the props to dramatize the story. *Remember that stories have a beginning, middle and end. Stories also include characters. I will leave the book near the Discovery table for you to access. As you start to tell your stories I might come by to write your story down in this journal. I also might share a construction story that a friend told that you could add to and dramatize. If you decide to work with a partner, remember to discuss what part you will retell and who will play which part.*
During Centers	Children build construction sites with the sand and props. As they play, children will tell and dramatize stories. Support children to reference the text, as needed. Some children might tell stories inspired by, or similar to *The Night Worker,* while others will have completely different ideas. When possible, visit the Center and take dictations, with little prompting. Or share a story that another child told. This might inspire children to combine ideas to co-construct new stories.
Facilitation	● What is your construction story? ● How does the story begin/continue/end? ● What inspired you to tell this story? ● How is your story the same and/or different from *The Night Worker*? Why do you think that is? ● How does communicating with your peers help you tell your story?
Standards	**R.6.K.a** With prompting and support, identify characters settings and major events in a story.

	R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. **SL.1.K.b** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). **SEL. Relationships Skills**. Effectively Communicating (Boston)

Notes

WEEK 5 Day 1

STEM Investigation 4: Designing and Constructing

Children apply what they have learned from previous Investigations to design and construct stable structures. They will test and retest their structures, continuing the revision process until their structure is stable.

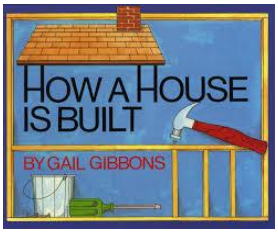
Big Idea	Through using materials and interacting with them, people learn important concepts and gain skills relating to physical science, engineering and technology, and the arts.
Guiding Questions	What processes help people construct structures, ideas, and works of art? How do people use different tools and materials for different purposes?
Vocabulary	**engineer** **design** **construct** **structure** **force** **stable/stability** **test**
Materials and Preparation	• tennis ball • wiffle ball • baseball • about 20 plastic water bottles filled halfway with sand • about 10 empty plastic water bottles • about 50 plastic cups (same cups from previous Investigations) • paper towel tubes and toilet paper tubes • paper

	• writing tools • Engineering Design Process visuals, from Intro Documents • chart paper and marker On one piece of chart paper, write the focus question: How can we design a structure that is difficult to knock down? Designate a "Construction Zone" or a space in the room to house structures that groups of children make during the week.
Intro to Centers	Introduce this week's focus. Point to the focus question and read it aloud. *This week, we will investigate this focus question,* ***How can we design a structure that is difficult to knock down?*** *What words do we need to understand as scientists in order to answer this question?* Circle the words: design, difficult. Discuss these words. *What does it mean to* ***design*** *something?* Remind children of the Engineering Design Process. Make connections to previous conversations. *This week in STEM, you will be* ***engineers****. You can design your own structures, and your job is to make the structures as* ***stable*** *as possible. Why do you think it is important for a structure to be stable?* Elicit responses. *Remember that the base of the object is the part that is touching the floor. What did we learn about the size of the base through previous Investigations?* Hold up materials from prior Investigations (e.g., plastic water bottles with sand and without, plastic cups, paper towels tubes, etc.). Take a few suggestions. If children don't recall, remind them that a bigger base will make a more stable structure than a smaller base. And adding more weight will also make the structure more stable. *As engineers this week you will work in teams to design your own structures by choosing from any of these materials. Once you design your structures, you can test them.* Remind children that the wiffle ball, tennis ball, and baseball are available for conducting stability tests. *Be sure to make a sign for your structure so we can save it for Sharing our Research.*

	Hold up sign-making materials: paper and writing tools.
During Centers	Children work collaboratively to create structures using the materials provided. Then children test the structures for stability. They may choose to conduct the same kinds of experiments as Investigations 1 through 4 such as rolling different kinds of balls to see if the structures withstand the force. Children can document their experiments using their own designed data collection forms. Have data collection examples from prior Investigations available as models. If a structure proves unstable, encourage the group to discuss and revise their structure for enhanced stability. The children should then retest their structure, continuing the revision process until their structure is stable. Once the group has constructed a stable structure that they would like to share at Sharing our Research, they should document their work. Children can photograph or sketch the structure, and label their sketches to document how it was constructed. When labeling the sketch, encourage children to label the base of the structure and indicate whether they used a wide or narrow base.
Facilitation	● Which materials will you choose to construct your structure? ● How will you design your base? ● How will you test for stability? ● Did your structure withstand the stability test? If not, what will you do to revise, or change, your structure? ● How can you sketch this structure to remember it?
Sharing Our Research	*How can we design a structure that is difficult to knock down?* Revisit the focus question. Invite groups to share their structures and documentation. Ask the groups to describe how they tested for stability and how they revised their structures to make them more stable. Compare the structures. Which have wider bases? Which are heavier? Together, based on the findings of this and the prior four Investigations, create a class list of strategies for building stable structures. Strategies might include building a wide base, using heavier materials, or building a structure that stands straight.

Standards	**K-LS1-**1 Use observations to describe patterns of what plants and animals (including humans) need to survive. Further explanation: Examples of patterns could include that animals need to take in food but plants do not, 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

WEEK 5 Day 4



Writing & Drawing: Inspired by How a House is Built

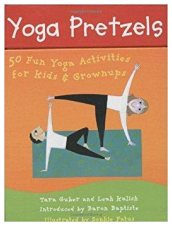
Children create plans and drawings inspired by *How a House is Built*

Big Ideas	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.
Guiding Questions	What processes help people construct structures, ideas, and works of art?
Vocabulary	**design:** to draw something before it is built. **plan:** a guide of what to do **foundation:** the bottom part of a building or structure **interior**: the inside of a structure or building
Materials and Preparation	• pencils • paper of different sizes • blue or black markers • *A House is Built,* Gail Gibbons • house plans images • Engineering Design Process visuals Be sure the *How a House is Built* text and the house plans images are available to children in the Writing and Drawing Center. Display the steps for the Engineering Design Process.
Intro to Centers	*This week, we have been reading* How a House is Built *by Gail Gibbons. Gail Gibbons show us how an architect draws plans for the house.* Show the page. *You can be inspired by* How a House is Built! *Perhaps you could draw plans for a home, maybe yours, or you could write a procedure for how to design and build a home. If you are inspired to draw a*

	home plan, here are a couple of plans we have looked at before. You can think about the interior, or the inside part of the home, as you think about what rooms you would like to include. Show the house plans. *If you are inspired to write a procedure for how to build a house/home how would you start?* Harvest a couple of responses. *That is right, you could start by listing the materials or by writing the steps. The first step would be to dig the foundation, which will help to support the home. You can follow Gail Gibbons' process, or you could work as a team to create your own idea.*
During Centers	As children decide if they want to create a plan for a home or design a step by step process, support them to use the resources to inspire their work. Encourage children to work together. Remind children that they can work over the course of several days and that revisiting it can help them to improve it.
Facilitation	● What is the first thing you are going to draw for your_____? Why? ● What are you going to include in your home plan? ● What inspired you? ● How can the engineering design process help you as you work on your plan or step by step process? ● How does working as a team help you make a house plan?
Standards	**W.3.K.b** Use a combination of drawing and writing to communicate a topic.topic. **SL.3.K.b** Add drawings or other visual displays to descriptions as desired to provide additional detail. **SEL.Relationships Skills**:Teamwork (Boston)

Notes

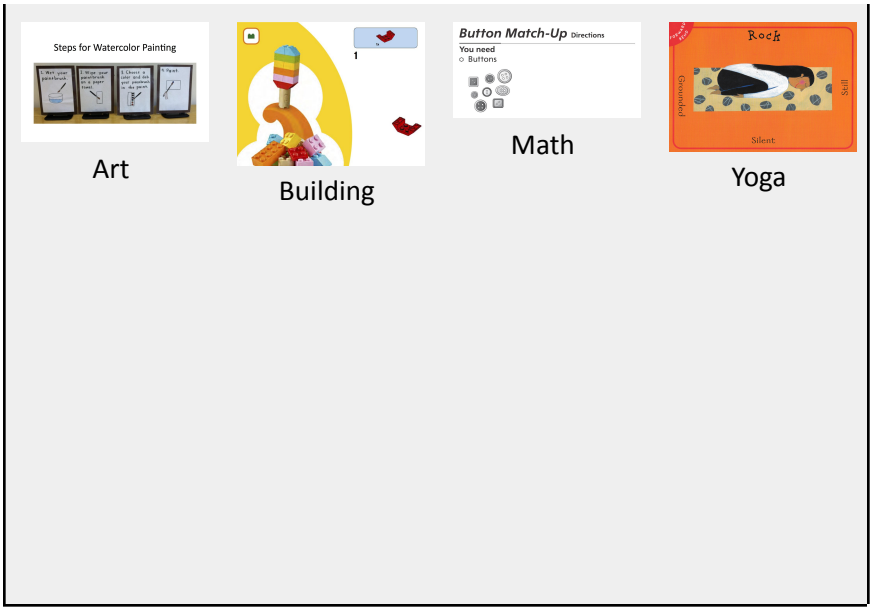
WEEK 5 Day 1



Writing Procedure

Deconstruction: Procedure Purpose

Content Objective	I can discuss the main purpose of a text. (RI.K.6)
Language Objective	I can name the goal of a procedure and describe how I know. (SL.K.1)
Vocabulary	**accomplish**: complete successfully **communicate**: to share an idea by talking, writing, or showing someone else **directions**: instructions **genre**: a type of writing **goal**: aim; objective; what someone wants to accomplish **procedure**: a genre of writing whose purpose is to give directions to accomplish a goal **purpose**: the reason for doing or creating something **stages**: the parts of a piece of writing
Materials and Preparation	To become familiar with the genre and how it is taught, read Writing: Introduction to Procedure (in the Introduction documents). ● "Steps for Watercolor Painting" ● Why We Write chart, from Unit 1, Week 1, Day 1 ● Procedure anchor chart images: mentor texts, cut apart ● chart paper Prepare the following Procedure anchor chart. **Procedure** **Purpose:** to give directions to accomplish a goal **Examples:**

	 ● materials for trying out procedures in pairs: ○ Art: "How to Draw a Crab," "How to Draw a Dog," "How to Make a Play Doh Car," paper, pencils, crayons, play doh ○ Building: "Ice Cream Cone" and "Remote Controlled Car," LEGOs ○ Math: "Button Match-Up," "Attribute Block Match-Up," "Sorting Attribute Blocks," buttons, Attribute Blocks, Attribute Cards ○ Yoga: *Yoga Pretzels* Cobra, Down Dog, and Dragon cards Before the lesson, decide how children will be paired and how they will be assigned to different procedures (children's choice or teacher's choice). In addition, prepare for where each group will work (perhaps the Art Studio and Building Center for Art and Building, a table for Math, and the rug for Yoga).
Opening 1 minute	*We have learned that writers communicate in different ways, for different purposes, and we know that these different purposes and ways of writing are called **genres**. We read and wrote personal recounts, reports, and explanations, and now we will begin learning about a new genre: procedure.*
Deconstruction 8 minutes	Display the Why We Write chart and show "Steps for Watercolor Painting." *"Steps for Watercolor Painting" is a procedure that we used in the Art Studio. We wrote ideas on our Why We Write chart about why the author may have written this text. Now that you have used this procedure, you might have a different idea about its purpose.* *Take a moment to think quietly about this question: Why did the author write "Steps for Watercolor Painting?"* [to teach us how to use watercolors; to give directions]

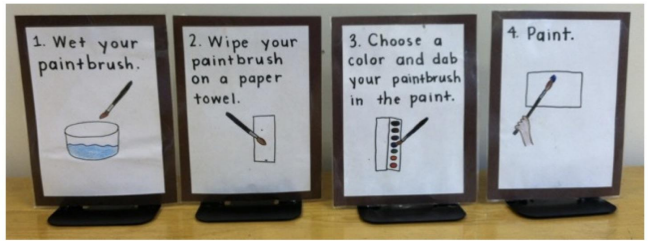
	Now let's go back to our chart and see if our ideas match. Review the ideas on the chart. *Are there any reasons that we did not include on our chart before that we might want to include now?* Record any new ideas on the Why We Write chart. Introduce the Procedure anchor chart. *As you discovered, authors write **procedures** to give directions to accomplish a goal. In "Steps for Watercolor Painting," the author gives us directions so that we can accomplish the goal of painting with watercolors.*
Deconstruction in Pairs 15 minutes	*Now you have a chance to try out a procedure with a partner! I have all different types of procedures here. Use the illustrations to follow the steps with your partner. As you work, talk about what the **goal** of the procedure is—what the author wants you to be able to do—and anything else you notice about it. We will come back as a class to share at the end.* Distribute procedures and materials to pairs of children, and send them to work in the designated areas. As children work, circulate to support them. Take notes to record comments related to the purpose, stages, or language of procedures.
Closing 6 minutes	Bring the class back together. Share any quotes gathered during pair work. Have one pair at a time hold up their procedure and share the goal (to draw a dog; match buttons; etc.). Collect any other ideas about what children noticed about the texts. *Today we began learning about a new genre of writing called procedure! Tomorrow we will begin to learn about procedure **stages**, or parts.* Note: Leave the Procedure anchor chart posted. You will continue to reference and add to it throughout the unit.
Standards	**RI.K.6.** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in the text. *Note: Although the K version of this standard does not directly address author's purpose, the anchor standard reads: Assess how point of view or purpose shapes the content and style of a text. **SL.K.1.** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

Ongoing assessment	Listen for and make note of how children discuss the procedures. What do children already know about the purpose of procedure? What do they notice about the structure of the procedures?

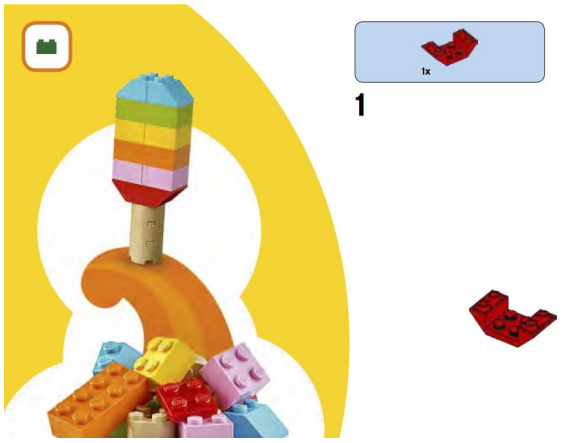
Notes

Procedure anchor chart images: mentor texts

Steps for Watercolor Painting



Art

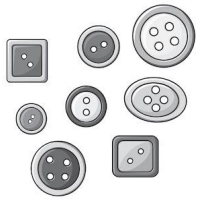


Building

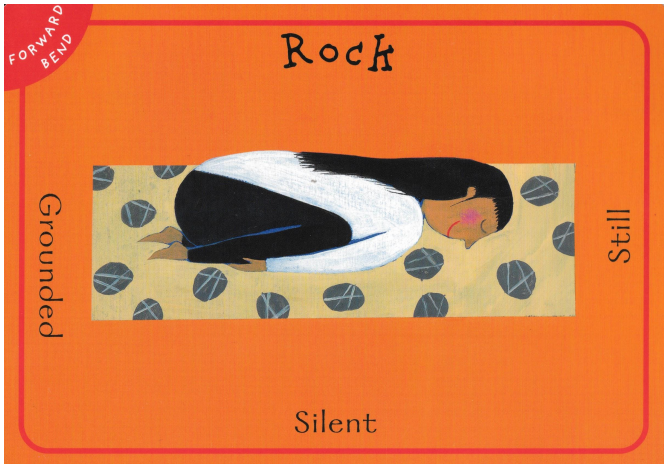
Button Match-Up Directions

You need

- Buttons

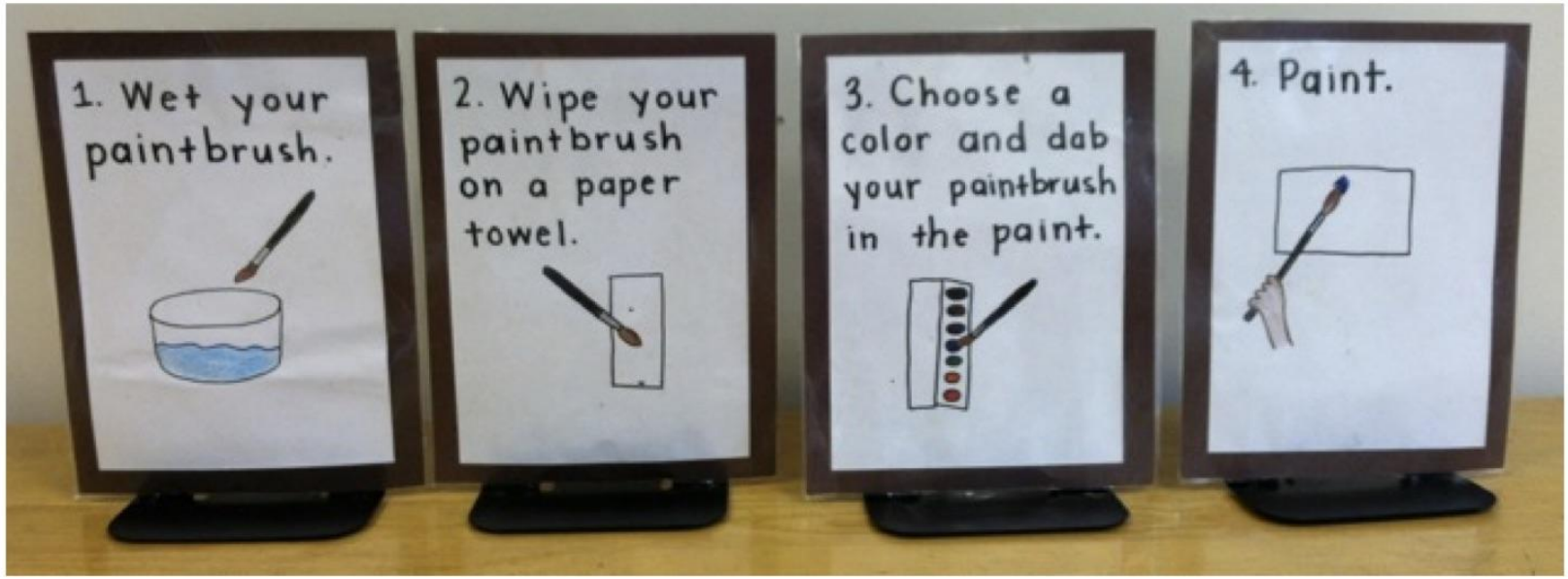


Math

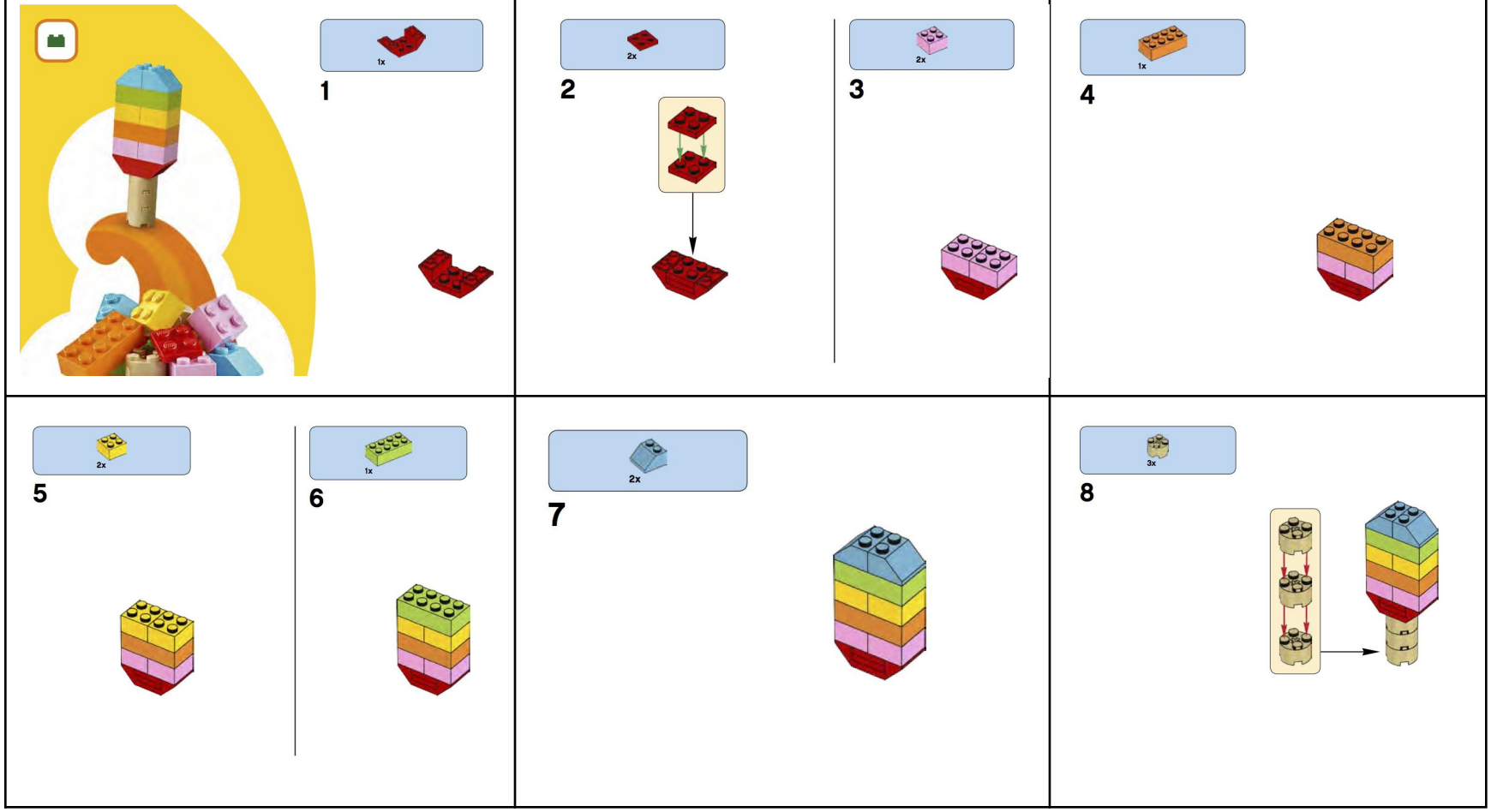


Yoga

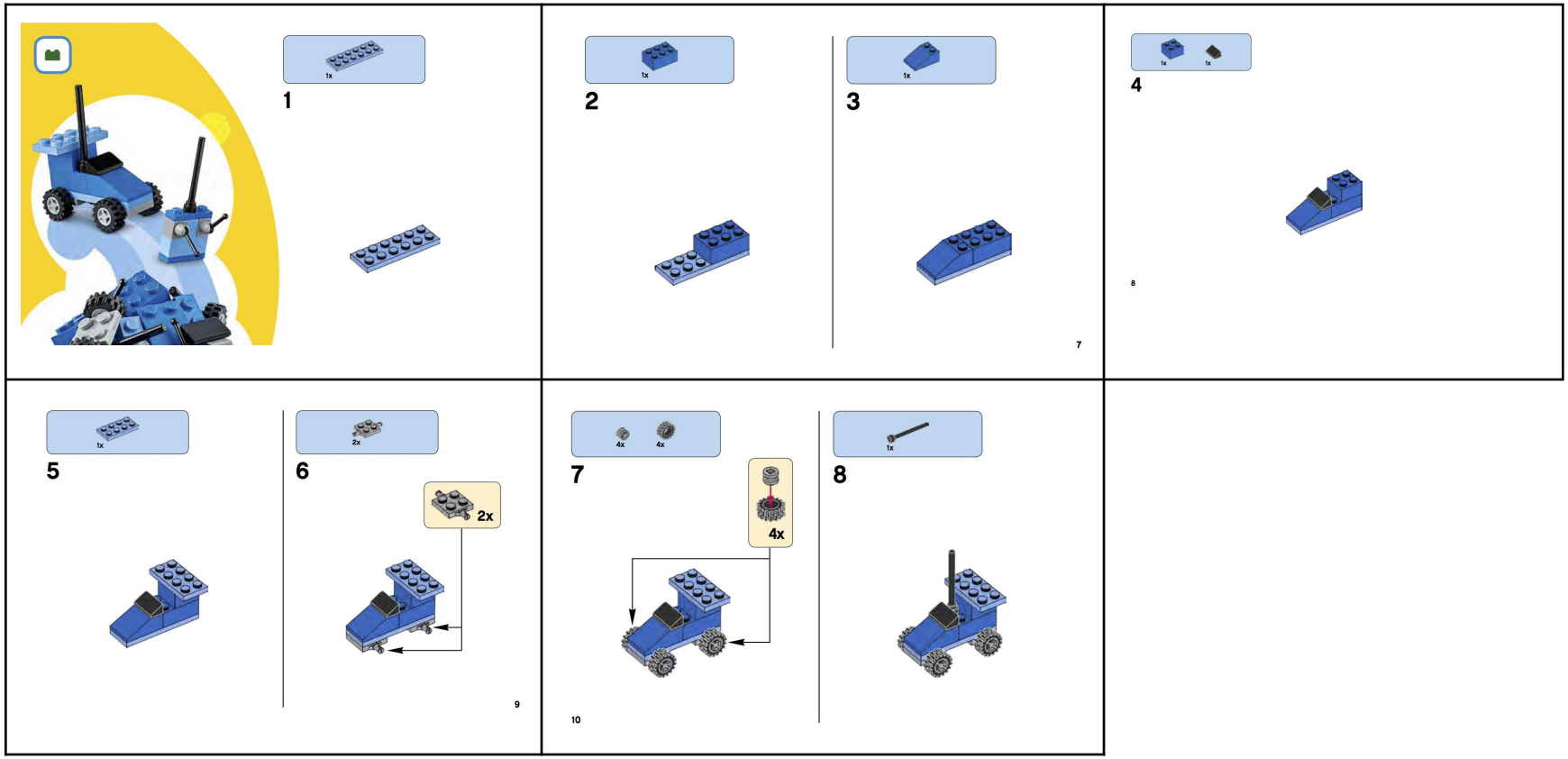
Steps for Watercolor Painting



Ice Cream Cone

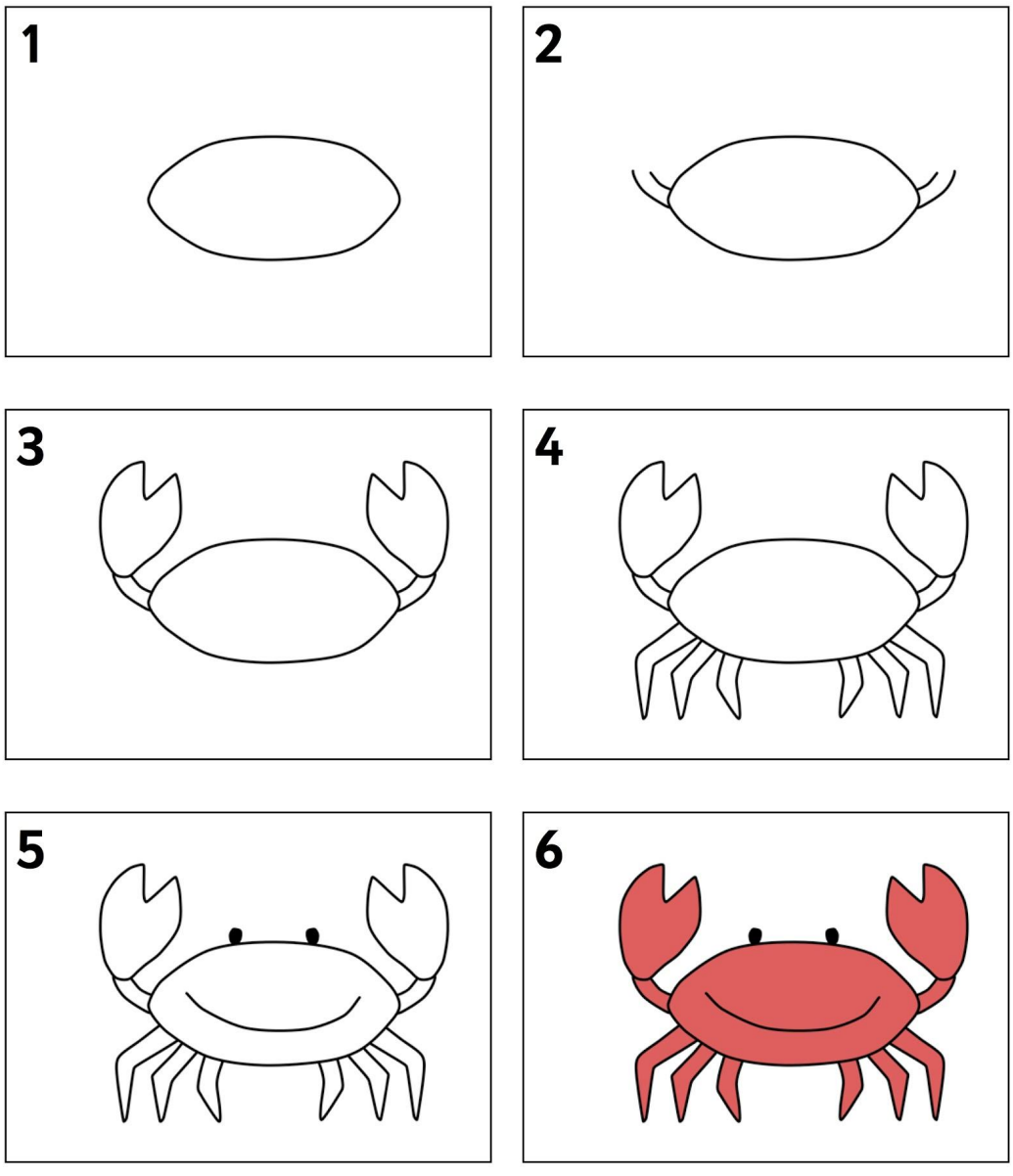


Remote Controlled Car



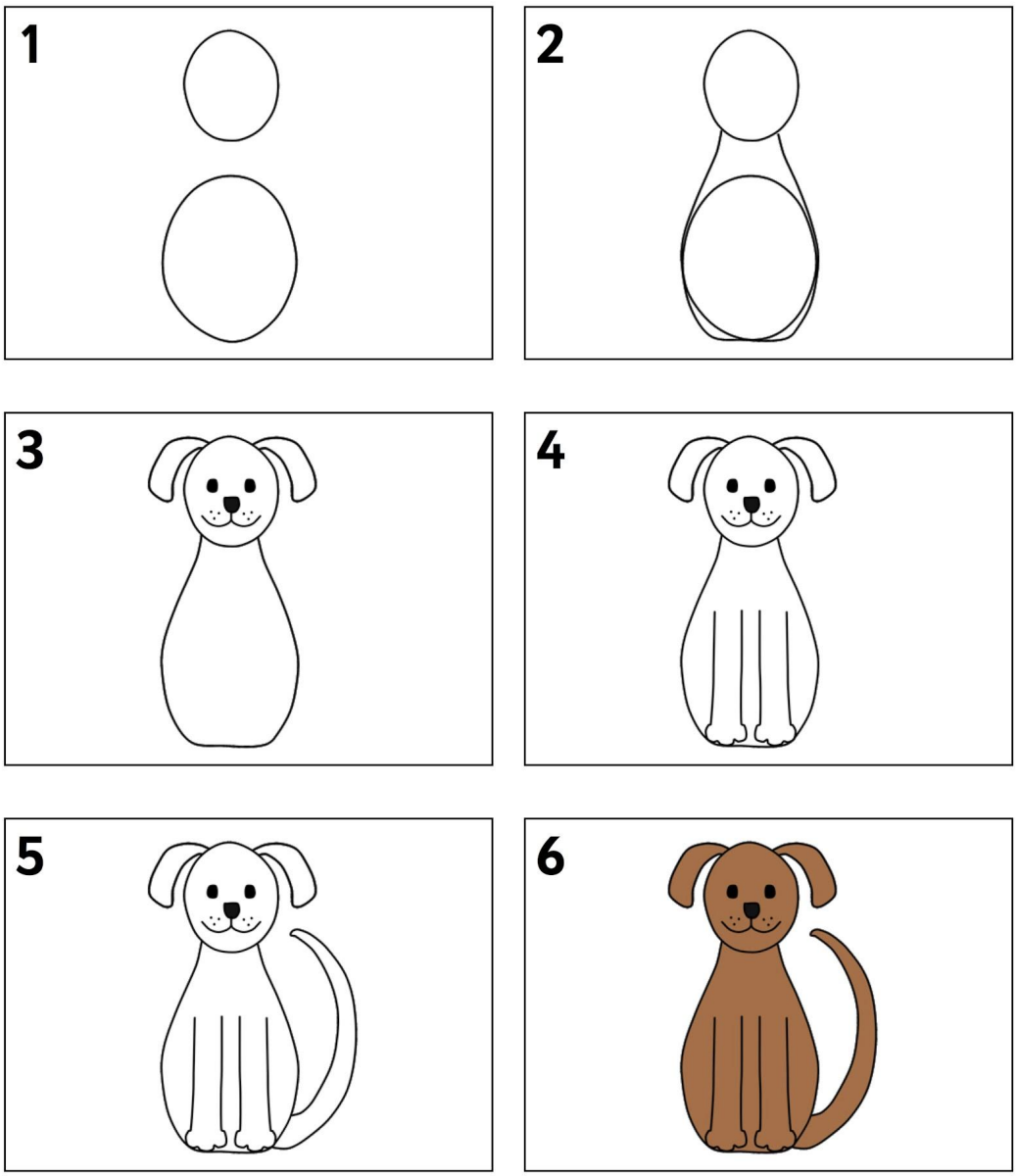
How to Draw a Crab

Use these instructions to help you
draw a simple cartoon crab.



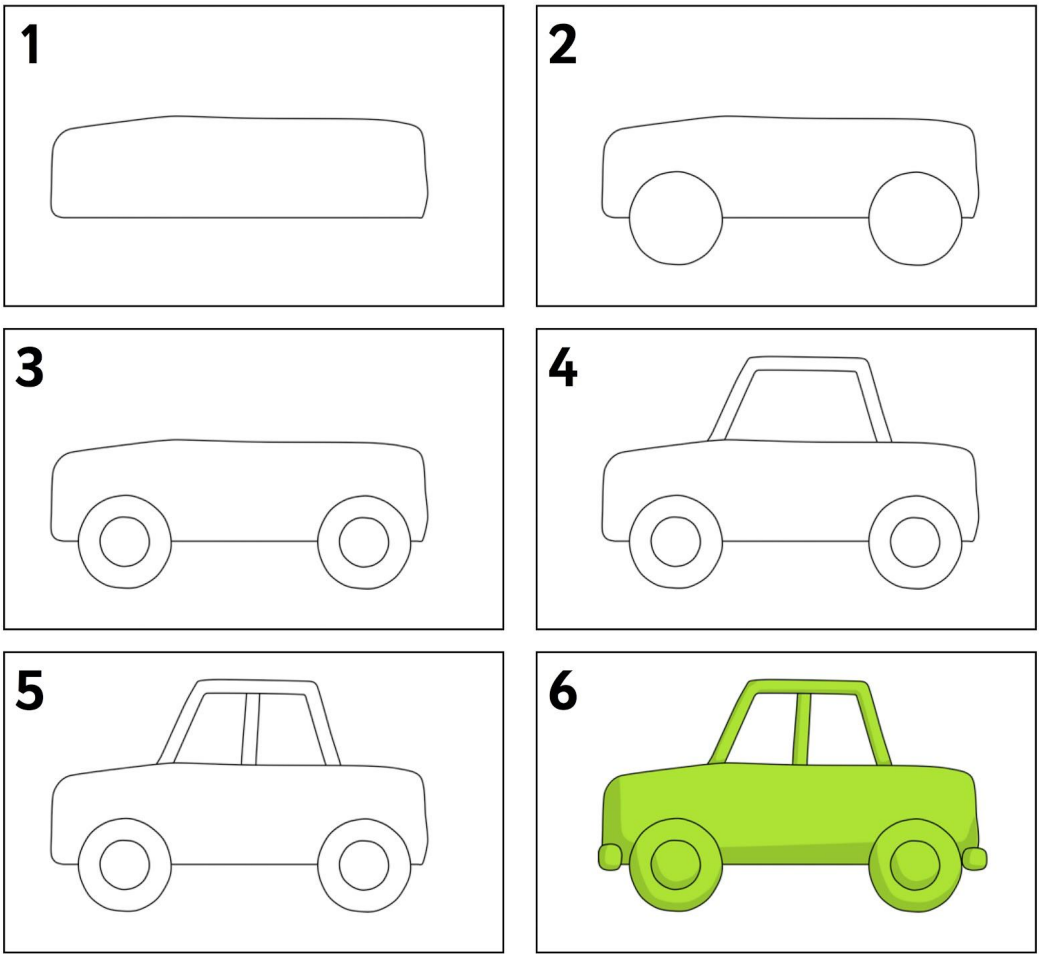
How to Draw a Dog

Use these instructions to help you draw a simple cartoon dog.



How to Make a Playdough Car

Use these instructions to help you
make a simple car from playdough.



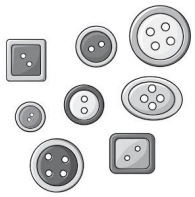
GAMES

NAME DATE

Button Match-Up Directions

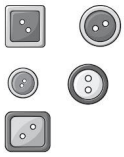
You need

- Buttons

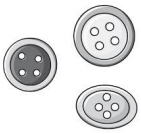


Play with a partner. Work together.

1. Pick a button. 
2. Find all the buttons that share an attribute.
3. Say what that attribute is.



"All of these have 2 holes."



"All of these have 4 holes."

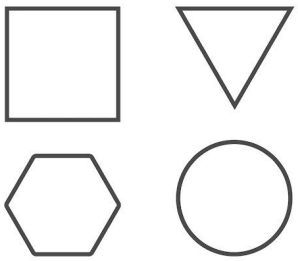
GAMES

NAME DATE

Attribute Block Match-Up Directions

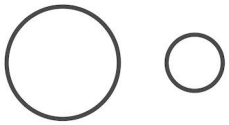
You need

- Attribute Blocks



Play with a partner. Work together.

1. Pick an attribute block. 
2. Find blocks that share an attribute.
3. Say what the blocks have in common.



"They're both circles."

"They're both small."

GAMES

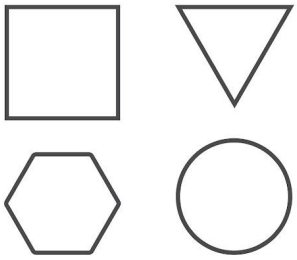
NAME DATE

Sorting Attribute Blocks

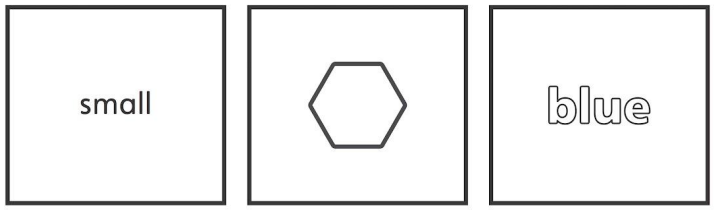
Directions

You need

- Attribute Blocks

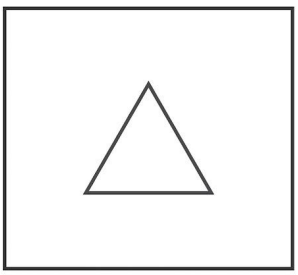


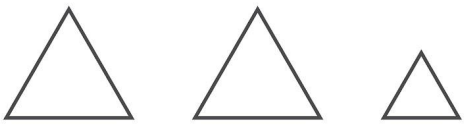
- Attribute Cards



Play with a partner. Work together.

1. Lay out the attribute blocks.
2. Take turns picking a card.
3. Find the blocks that match the attribute on the card.





WEEK 5 Day 2

Writing Procedure

Deconstruction: Procedure Stages

Content Objective	I can name and identify procedure stages. (W.K.2)
Language Objective	I can ask and answer questions to understand procedure stages. (SL.K.2)
Vocabulary	**accomplish**: complete successfully **directions**: instructions **goal**: aim; objective; what someone wants to accomplish **materials**: the items needed to complete a procedure **procedure**: a genre of writing whose purpose is to give directions to accomplish a goal **purpose**: the reason for doing or creating something **stages**: the parts of a piece of writing **steps**: the actions taken to complete a procedure **title**: the name of a piece of writing
Materials and Preparation	● Button Match-Up sheet, cut apart on the dotted lines ● Procedure anchor chart, from Day 1 Under the mentor texts, write Stages:. ● glue stick or tape ● materials for trying out procedures, from Day 1
Opening 1 minute	With the children seated on the perimeter of the rug, refer to the Procedure anchor chart. *Yesterday we began to talk about procedure. We learned that the purpose of writing **procedures** is to give directions to accomplish a goal. Today we are going to talk about the **stages**, or parts, of procedures.*
Deconstruction 13 minutes	Lay out the three pieces of the Button Match-Up sheet in the middle of the rug out of order, so that all children can see.

This procedure is familiar to us from Math, and some of you tried it out again yesterday. I cut the procedure into three pieces so that we can look at its stages.

Procedures have different stages, or parts. The first stage of a procedure is the title. Which part is the title? How do you know?

The next stage is the goal. The goal is what the writer wants the reader to accomplish by doing the procedure. Sometimes the goal is included in the title. Which part of this procedure is the goal?
[included in the title]

After the goal comes a list of materials needed to complete the procedure. Which part of this procedure lists the materials? How do you know?
Place the materials section under the title section.

Next are the steps. The steps tell the reader exactly what to do. Which part lists the steps? How do you know?
Place the steps section under the materials section.

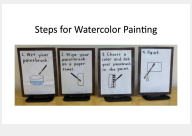
What do you notice about the steps?
Emphasize to the children that the steps are written in order, in a numbered list, with each step beginning on a new line.

Let's add these to our Procedure anchor chart.
Show the Procedure anchor chart.
I added the word "Stages:" to our chart. Remember, stages means the parts of a piece of writing. Let's attach this procedure to the chart, in order, and label each stage.
Add "Button Match-Up" to the chart and label the stages. See the following example.

Procedure

Purpose: give directions to accomplish a goal

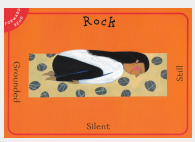
Examples:



Art

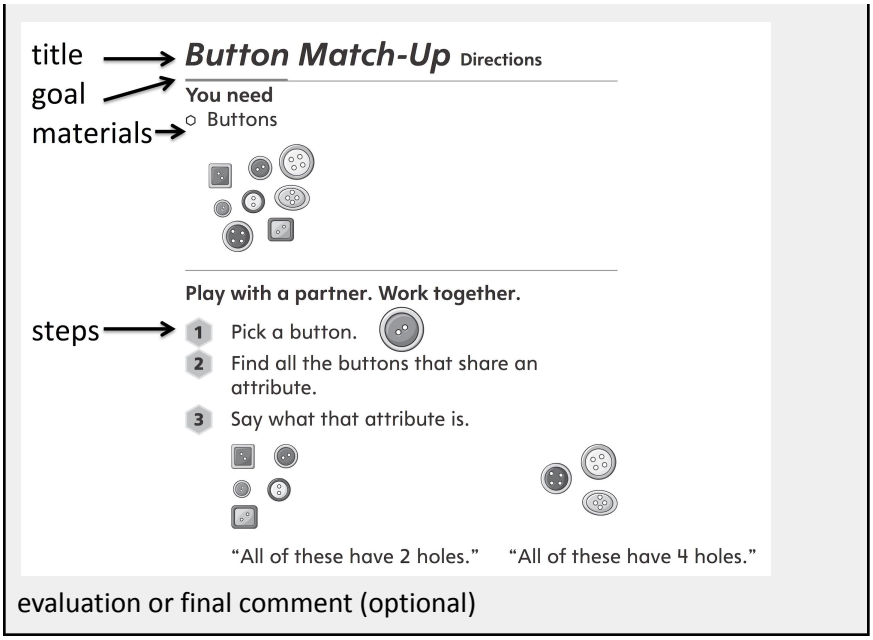

Building

Math



Yoga

Stages:

	 evaluation or final comment (optional) *Sometimes procedures end with an evaluation or final comment. I'm going to add that to our chart. We won't draw an arrow to label "Button Match-Up," because it does not end with an evaluation or final comment, but we might read other procedures that do.*
Deconstruction in Small Groups 10 minutes	*Now you will try out a new procedure with a partner! As you work, try to figure out which part of the procedure is the goal, which is the materials, and which is the steps.* Distribute procedures and materials (paper, pencils, etc.) to pairs of children, and send them to work in the designated areas. As children work, circulate to support them. Take notes to record comments related to the stages procedures.
Closing 6 minutes	Bring the class back together on the perimeter of the rug, with their procedures set in front of them. Share any quotes gathered during pair work. Ask all pairs to point to which part of the procedure is the title/goal. Have several share why they think that. Repeat the process with the materials and steps. *Today we learned about the stages of procedures. Tomorrow we will learn what makes procedures bossy!*
Standards	**W.K.2.** Use a combination of drawing, dictating, writing to compose informative/explanatory texts that name and supply some information about a topic. **SL.K.2.** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering

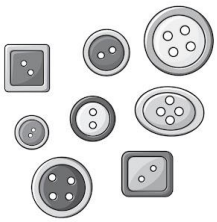
	questions about key details and requesting clarification if something is not understood.
Ongoing assessment	Listen for and make note of how children's understanding of the stages of procedure. Do they understand the goal? Can they identify a title/goal? Do they understand the materials? Can they identify the materials? Do they understand the steps? Can they identify the steps?

Notes

Button Match-Up Directions

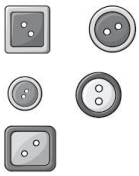
You need

- Buttons

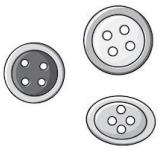


Play with a partner. Work together.

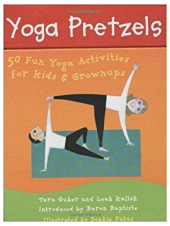
1. Pick a button. 
2. Find all the buttons that share an attribute.
3. Say what that attribute is.



"All of these have 2 holes."



"All of these have 4 holes."



WEEK 5 Day 3

Writing Procedure

Deconstruction: Verbs

Content Objective	I can discuss how verbs work in procedures. (W.K.2)
Language Objective	I can give directions using a precise imperative verb. (L.K.1a, L.K.5c)
Vocabulary	**imperative verb:** verb that gives directions **precise**: exact; specific **procedure**: a genre of writing whose purpose is to give directions to accomplish a goal **steps**: the actions taken to complete a procedure **verb**: a word that expresses a physical action, mental action, or state of being
Materials and Preparation	● Procedure Verbs Cards, cut apart ● chart paper and marker Prepare the following Procedure Verbs chart. **Procedure Verbs** **Art** / **Math** **Yoga** ● tape or glue, for attaching the cards to the chart ● *Yoga Pretzels*, Tara Guber and Leah Kalish, Rock card

	• Procedure anchor chart images: language Cut apart the images. Note that the verbs card will be added to the chart in this lesson, and the other two will be added in upcoming lessons. • Procedure anchor chart, from Day 1 Add "Language:"
Opening 1 minute	*When we were writing other genres, we talked about verbs.* ***Verbs*** *are words that show actions. They are very important in writing and are used for different purposes in different genres. In personal recounts, there are a variety of verbs that relate to the topic. In explanations, writers use present tense action verbs. Let's take a look at the verbs in procedures.*
Deconstruction 18 minutes	*Here are some verbs from procedures.* Lay out or hang up all of the cards so that all children can see. *I am going to point to each card and read the verbs slowly. As I read, think about what is the same about the verbs.* Read each card slowly; then harvest children's ideas. They may notice that groups of cards are from the same procedures. *Do you remember I said that today we would find out what makes procedures bossy—it's the verbs! These are special verbs called imperative verbs. Imperative verbs don't always sound polite. They tell people what to do, like "sit," "fold," "stack," "place."* *Some of you noticed that some of these verbs go together.* Show the Procedure Verbs chart. *Here we are going to start a collection of verbs that will help us as we write. The boxes here on our chart are for different types of procedures: Art, Math, and Yoga. There is also a blank space for collecting more verbs.* *Which verbs do you think go with Art? Why do you think that?* Work together as a class to categorize the Procedure Verbs Cards and place them in the appropriate categories on the chart.
	Show the front of the Rock card. *Let's try out the Rock yoga pose together and think about how the verbs work.* Turn the card over and go through the pose together. For the sake of this activity, read each step beginning with the imperative verb, rather than the quote, for example, read the first step beginning with "Sit on your shins…" instead of "I am grounded." *Reading through the whole procedure showed me some more*

information about the verbs. Did you notice anything new?

One thing I noticed is that the verb is at the beginning of each step. The step starts right away with a verb, or action: "sit." It also doesn't include anyone's name or say "You sit." It just says "sit."

Something else special about the verbs in procedures is that they are precise. ***Precise*** *means to be exact or specific.*

Point to step 3 on the card.

Step 3 says, "Stack your fists beneath your forehead." The word "stack" is precise; it tells the reader exactly how to put their hands. If I stack my fists, I put them on top of each other - like this! When I put my fists side by side - like this, they are not stacked.

Demonstrate what it looks like to "stack your fists beneath your forehead."

If the writer used a verb that was not precise, like "put," the reader would not know exactly what to do.
Your hands could be like this… or like this...

Demonstrate putting your hands beneath your forehead in different configurations.

Precise verbs help the reader know exactly what to do.

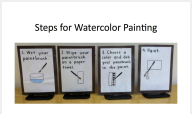
Let's add what we learned about verbs to our Procedure anchor chart.

Add the verbs card to the Language section of the Procedure anchor chart. See the following example.

Procedure

Purpose: give directions to accomplish a goal

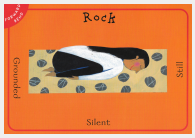
Examples:



Art

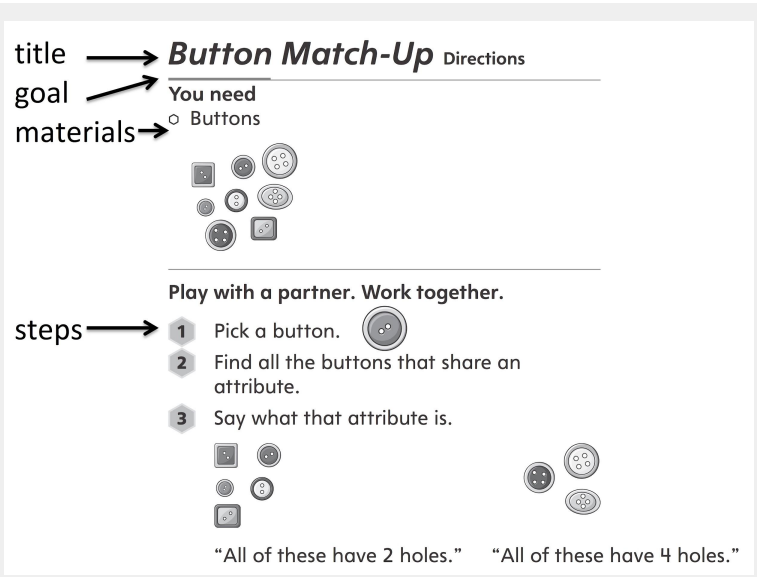
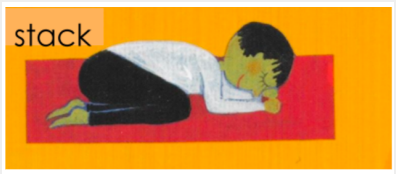
Building

Math



Yoga

Stages:

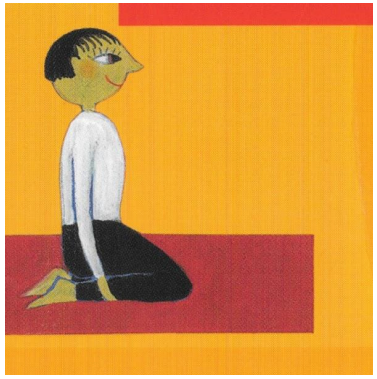
	 evaluation or final comment (optional) **Language:**  precise imperative **verbs**
Joint Construction 10 minutes	*Let's practice using precise imperative verbs! We are all going to get a chance to give one direction to the group. For example, I am going to start by saying "Stand on the perimeter of the rug." My precise imperative verb is "stand."* Guide the children to stand on the perimeter of the rug. *Sometimes you can give clear enough directions with just the verb, like "jump." Other times you might need to add a few more words, like "look at the clock." Think about the direction you might give your classmates. It has to start with an imperative verb, and we have to be able to do it from our spots on the rug. I will go around the circle and give each person a chance to try. If you'd rather not have a turn, you may say "Pass."* Go around the circle, having children give directions using precise imperative verbs. Encourage children to begin with the verb. Some possibilities include: tap your nose, stomp, shake, clap, count to 10.
Closing 1 minute	*Today we learned what makes procedures bossy—the verbs! Tomorrow we will tell procedures.*

Standards	**W.K.2.** Use a combination of drawing, dictating, writing to compose informative/explanatory texts that name and supply some information about a topic. **L.K.1a.** Demonstrate the ability to produce and expand complete sentences using frequently occurring nouns, pronouns, adjectives, verbs, question words, and prepositions; name and use in context numbers 0-100. **L.K.5c.** Identify real-life connections between words and their use (e.g., note places at school that are colorful).
Ongoing assessment	Reflect on the whole group work. Do the children use verbs that are precise? Do they understand the use and form of imperative verbs? What are their confusions?

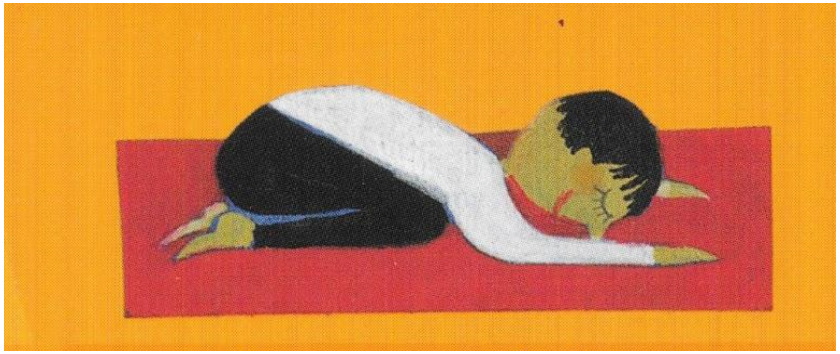
Notes

Procedure Verbs Cards

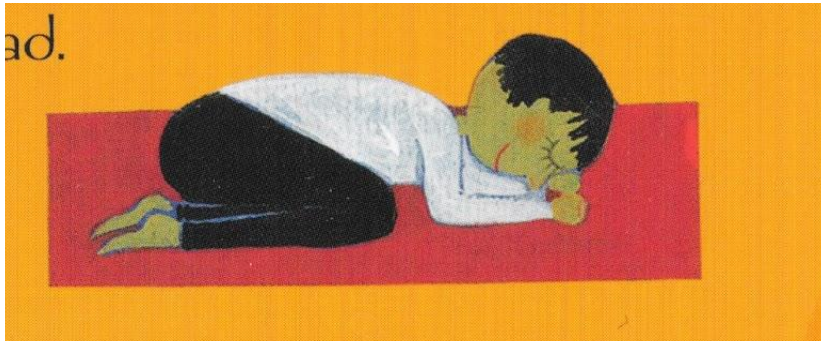
sit



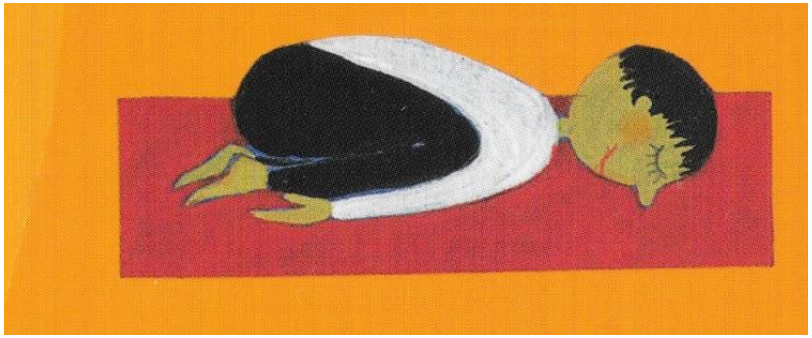
fold



stack



place



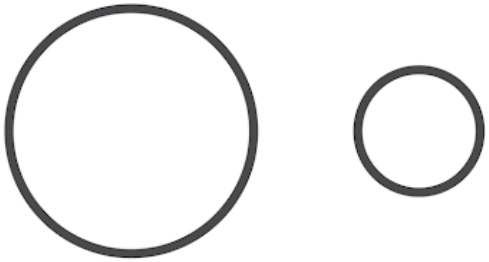
score

apply

press

pick

find

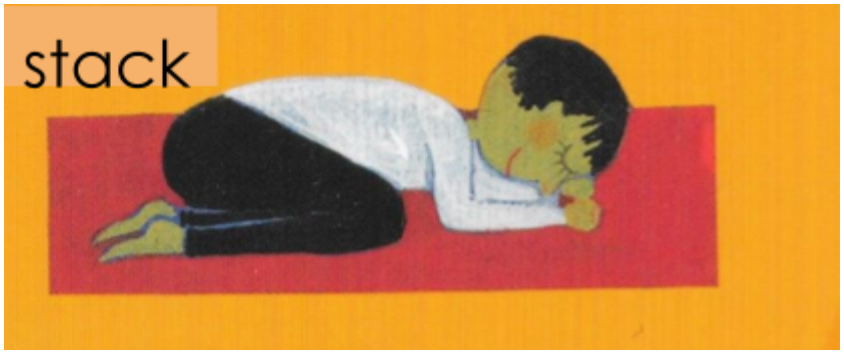


say

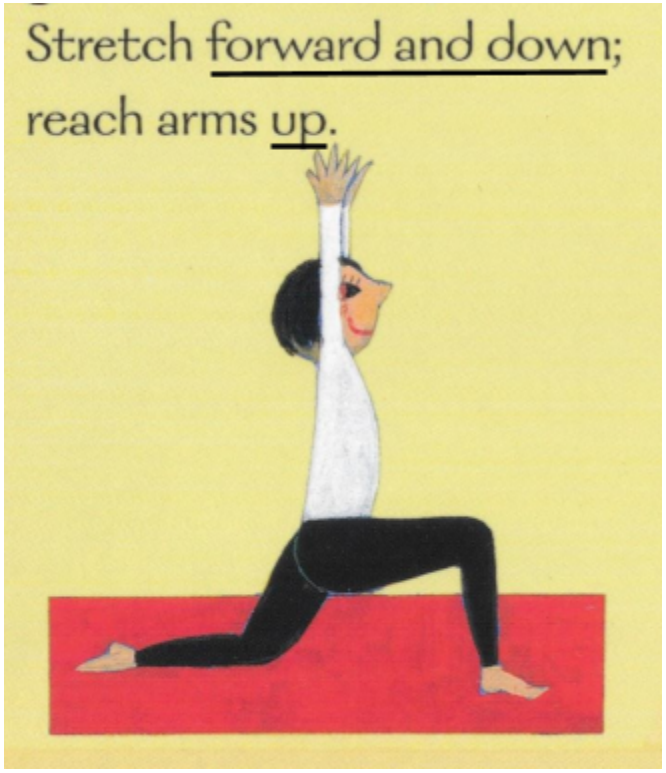
"They're both circles."

Procedure anchor chart images

language



precise imperative **verbs**



adverbs that describe how and where

WEEK 5 Day 4

Writing Procedure

Joint and Individual Construction: Telling Procedures

Content Objective	I can tell a procedure using imperative verbs. (W.K.2, L.K.1a)
Language Objective	I can ask questions to understand my partner. (SL.K.3)
Vocabulary	**accomplish**: complete successfully **directions**: instructions **goal**: aim; objective; what someone wants to accomplish **imperative verb:** verb that gives directions **precise**: exact; specific **procedure**: a genre of writing whose purpose is to give directions to accomplish a goal **purpose**: the reason for doing or creating something
Materials and Preparation	● Procedure anchor chart, from Day 1 ● materials for telling and trying out different types of procedures: ○ Art: paper, pencils, crayons, play doh ○ Building: blocks ○ Math: buttons, cubes, counting bears Before the lesson, decide how children will be paired and how they will be assigned to different types of procedures (children's choice or teacher's choice). In addition, prepare for where each group will work (perhaps the Art Studio and Building Center for Art and Building, a table for Math, and the rug for Yoga/movement). ● Procedure Observation Tool, one copy for each child
Opening 1 minute	*Yesterday we used precise imperative verbs to tell mini procedures. Today we will tell more procedures.*
Joint Construction 8 minutes	*Remember, the **purpose** of procedures is to give directions to accomplish a goal. Your goal is to get me to walk from here to [choose a location in the classroom]. What should I do first?*

	Have the children give directions and follow the procedure exactly. Guide them to clarify the steps if they lead to an action they did not expect. For example, if they say to walk and don't specify for how many steps or in which direction, continue walking, even if it means bumping into something. Add any helpful noticings to the Procedure anchor chart. After the first attempt, reflect with the children about any problems that came up and discuss how to fix them. Emphasize that procedures need to include all steps, in order, and that the steps need to be clear, including how far to walk, and in what direction. Try again. This time, model asking questions about steps that are not clear. After, reflect on the changes children made to their language to clarify the procedure.
Individual Construction 15 minutes	*Now it's your turn to tell procedures! We will have four different areas for telling and trying out procedures. In Art, you can tell a procedure about how to draw something or how to make something with play doh. In Building, you can tell a procedure about how to build something. In Math, you can tell a procedure about playing a Math game, or a strategy for counting. In Yoga, you can tell a procedure for doing a yoga pose, or for another type of movement.* *One partner will tell first, and the other will try first. Then you will switch. If you are the teller, when you get to your area, think about what your goal is—what you want your partner to do. Then think about which steps your partner should take. Tell each step starting with an imperative verb.* *If you are the one trying the procedure and something doesn't make sense, ask a question—just like I did the second time you told me how to walk across the room.* Assign children partners and send them to the various areas of the room to work. As they tell their procedures, circulate to support them and to take notes on the Procedure Observation Tools.
Closing 6 minutes	Bring the class back together. Ask children to reflect on their experiences and share what trends you noticed. Add any relevant reflections to the Procedure anchor chart.
Standards	**W.K.2.** Use a combination of drawing, dictating, writing to compose informative/explanatory texts that name and supply some information about a topic. **SL.K.3.** Ask and answer questions about what a speaker says in order to seek help, get information, or clarify something that is not understood.

	L.K.1a. Demonstrate the ability to produce and expand complete sentences using frequently occurring nouns, pronouns, adjectives, verbs, question words, and prepositions; name and use in context numbers 0-100.
Ongoing assessment	Using the Procedure Observation Tool, listen for and make note of how children tell procedures. Do they name the materials needed? Do they include all steps, in order? Do they use precise imperative verbs?

Notes

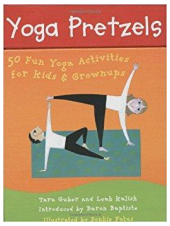
Procedure Observation Tool

Child's Name: _____

	Yes, date observed and notes	**Not Yet**, notes and next steps
Goal: names what the procedure sets out to accomplish		
Materials: ● includes all materials needed to complete the procedure ● materials include adjectives to specify how many and what kind Note that not all procedures require materials.		
Steps: ● includes all steps in the procedure ● steps begin with imperative verbs; use precise verbs ● steps include adverbs to specify how and where		

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 6 revisions, based on observations



WEEK 5 Day 5

Writing Procedure

Deconstruction: Adverbs

Individual Construction

Content Objective	I can discuss how adverbs work in procedures. (W.K.2)
Language Objective	I can tell a procedure using adverbs. (L.K.1a)
Vocabulary	**adverb**: a word or phrase used to describe a verb **precise**: exact; specific **procedure**: a genre of writing whose purpose is to give directions to accomplish a goal **steps**: the actions taken to complete a procedure **verb**: a word that expresses a physical action, mental action, or state of being
Materials and Preparation	● *Yoga Pretzels*, Tara Guber and Leah Kalish, Dragon card ● Procedure anchor chart images: language: adverbs, from Day 3 ● Procedure anchor chart, from Day 1 ● materials for telling and trying out different types of procedures, from Day 4 Before the lesson, decide whether children will work in the same pairs, in the same areas (as Day 4), or whether changes will be made. Also decide whether children will choose partners and areas, or if they will be assigned. ● Procedure Observation Tools, from Day 4
Opening 1 minute	*Yesterday when we were telling procedures, we noticed that sometimes we didn't have enough information to know exactly what to do. We had to ask questions, and then the person telling the procedure added information to make the procedure more precise.* *We learned the other day that one way to make a procedure easier*

	to follow is to have precise verbs. Today we are going to learn about other words that make procedures precise.
Deconstruction 15 minutes	*Let's try out another yoga pose: Dragon.* For the first try, do not show the illustrations on the card or demonstrate how to do the pose. Read only the following words for each step. 1. Stand. 2. Lunge one foot. 3. Stretch. Reach arms. 4. Exhale. Spread your fingers. Show the Dragon card. *Let's check the card to see if our bodies match what the card shows. What do you think? Why don't our bodies look like the illustration?* *OK, let's try it again.* Do the Dragon pose again, this time reading all of the steps fully. *What was different about the second time?* *The first time we tried this yoga pose, I didn't show you the illustrations, and I left out some of the words. The words that I didn't read the first time were the words that describe where and how to complete each step. These words are called* ***adverbs****.* *Let's go back to Step 1. The first time, I only said "stand," so it makes sense that you all stood up on your feet. The words that I left out give more information about how to stand. It says "Stand on your knees…" I also left out the part that describes where to put your arms: "...arms at your sides." Those missing pieces are the adverbs, and they are very helpful in making the procedure more precise.* *Yesterday when you were telling me how to walk across the room, you added adverbs to give me more information about where and how to walk.* *Let's add this language feature to our Procedure anchor chart.* Add the adverbs card to the Language section of the Procedure anchor chart.
Individual Construction 10 minutes	*Just like yesterday, you will have a chance to tell procedures in pairs. We have the same four areas available: Art, Building, Math, and Yoga.*

	This time when you are telling a procedure, think carefully about describing how and where your partner should do each step. *If you are the one trying the procedure and something doesn't make sense, ask a question.* Send partners to the various areas of the room to work. As children tell their procedures, circulate to support them and to take notes on the Procedure Observation Tools.
Closing 4 minutes	Bring the class back together. Ask children to reflect on their experiences and share what trends you noticed. Add any relevant reflections to the Procedure anchor chart.
Standards	**W.K.2.** Use a combination of drawing, dictating, writing to compose informative/explanatory texts that name and supply some information about a topic. **L.K.1a.** Demonstrate the ability to produce and expand complete sentences using frequently occurring nouns, pronouns, adjectives, verbs, question words, and prepositions; name and use in context numbers 0-100.
Ongoing assessment	Using the Procedure Observation Tool, listen for and make note of how children tell procedures. Do they name the materials needed? Do they include all steps, in order? Do they use precise imperative verbs? Do they use adverbs to make the steps more precise?

Notes

WEEK 5 Stations

Mid-Unit Assessment

Materials and Preparation

- Mid-Unit Assessment slide
- projector and screen
- Mid-Unit Assessment prompt, one copy for each child
- Mid-Unit Assessment images, one copy for each pair of children
- Mid-Unit Assessment rubric

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

Rather than facilitate strategic small group instruction, teachers administer the Mid-Unit Assessment in small groups, with some children continuing work at the Writing Station. Children will have had an opportunity to think and talk together about the text, *The World is Not a Rectangle*, in Week 3. They will benefit from various levels of prompting and support as they respond to the assessment prompt: some will work with a teacher from start to finish for support in providing a response with drawing and writing as well as orally; others will be launched by the teacher and continue independently at the Writing Station. By Unit 3, writing will include a range from labels to full sentences, with teachers encouraging children to attempt a sentence with inventive spelling.

In small groups, show the images and text on the slides and on paper, and read the prompt aloud. Invite children to talk with a partner after each question.

Look closely at details in the photographs of Heydar Aliyev.

1. *What shapes do you see? Describe them.*
2. *What natural elements do you think inspired Zaha Hadid when she was designing this building?*
3. *How is this building similar to or different from our school building?*

As children talk with partners, listen to and record their responses.

Refer to the assessment sheet.

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

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

Station	Activities	Materials Add writing and drawing tools at each station.
Strategic Small Group Instruction	Dedicate the majority of Stations time to strategically targeted small group instruction.	
Reading	Independent and Partner Reading	● collection of high-interest picture books, including on the topic of study (construction)
Pocket Chart	"This is the Way"	● "This is the Way" sentence strips ● pocket chart and pointer ● "This is the Way" on chart ● "This is the Way" child copies
Listening & Speaking	Talk Time	● Week 5 Talk Time image and prompt ● 1-minute sand timers, optional
	Listen and Respond	● technology for listening to recorded text ● *How a House is Built* recording ● *How a House is Built*, Gail Gibbons ● conversation prompts, cut apart
Writing	Mid-Unit Assessment	● assessment image, 1 for each pair ● assessment sheet, 1 for each child ● assessment slides ● assessment rubric
Word Work	Changing Ending Sounds	● Changing Ending Sounds sheets, one for each child
	Matching Pictures with Sounds, short and long i	● Matching Sheets, 5 copies ● Word Cards, 5 sets, cut apart ● Picture Cards, 5 sets, cut apart ● envelopes, one for each set of cards
	Word Hunt	● Word Hunt cards, cut apart, one set for each child ● Word Hunt recording sheets, one for each child

Talk Time Week 5

http://constructionexec.com/article/the-impact-of-new-tools-on-construction-productivity

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http://constructionexec.com/article/the-impact-of-new-tools-on-construction-productivity

Here are some tools.
What specific jobs do you think each one might be used for?

Here are some tools.
What specific jobs do you think each one might be used for?

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What specific jobs do you think each one might be used for?

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What specific jobs do you think each one might be used for?

How a House is Built

What are important steps in the building of a house?

How a House is Built

What are important steps in the building of a house?

How a House is Built

What are important steps in the building of a house?

Name: _____ Date: _____

1. What shapes do you see? Describe them.

_____

_____

2. What natural elements do you think inspired Zaha Hadid when she was designing this building?

_____

_____

3. How is this building similar to or different from our school building?

_____

_____

_____

Heydar Aliyev Center, Baku, Azerbaijan Designed by Zaha Hadid

https://www.archdaily.com/448774/heydar-aliyev-center-zaha-hadid-architects,
http://buildipedia.com/aec-pros/from-the-job-site/zaha-hadids-heydar-aliyev-cultural-centre-turning-a-vision-into-reality

Mid-Unit Assessment Rubric

Unit 3 Prompt

1. What shapes do you see? Describe them.
2. What natural elements do you think inspired Zaha Hadid when she was designing this building?
3. How is this building similar to or different from our school building?

Relevant Unit 3 Big Idea

- The process of design and construction includes imagining and being inspired, asking questions, researching, planning, creating, and improving our models. This process includes time to work alone and with others.

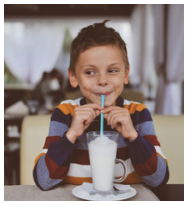
1 = Shows little evidence of meeting the standard; **2** = Shows some evidence of meeting the standard; **3** = Meets the standard			
	1	2	3
References key details in the photographs in response to the prompts. (R.4.K, R.11.K.a, R.11.K.c, W.1.K.b)	With significant prompting and support, may begin to reference details in the photographs but responses veer from the prompts.	With prompting and support, references details in the photographs in response to some of the prompts.	With prompting and support, effectively references details in the photographs in response to the three prompts.
Demonstrates conceptual understanding and knowledge about the topic.	Response does not align to the unit's big idea.	Response aligns somewhat to the unit's big idea.	Demonstrates conceptual understanding and knowledge about the unit's big idea.
Communicates relevant ideas through speaking, writing and drawing. (SL.3.K.b)	Minimally communicates ideas through speaking, writing, and/or drawing.	Partially communicates through speaking, writing, and/or drawing. Does not effectively use all three methods for communication.	Effectively communicates relevant ideas through speaking, writing, and drawing.

Note: Children's responses should be collected orally in small groups, and then children should communicate their ideas with drawing and writing. Use the following rubric to score children's writing.

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

Name _____

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

If I can read this,		I can write and read that!	
	bit		bi___
	pit		pi___
	sit		si___
	lot		lo___
	cub		cu___

Matching Pictures with Sounds Sorting Sheet

Place pictures with **short i** sound and **long i** sound in each column.

ĭ like sĭt 	ī like bīke 

Picture Cards Short and Long Vowel /i/

Word Bank *for teacher reference*			
pin	pine	dim	dime
bit	bite	lit	light
rip	ripe	miss	mice

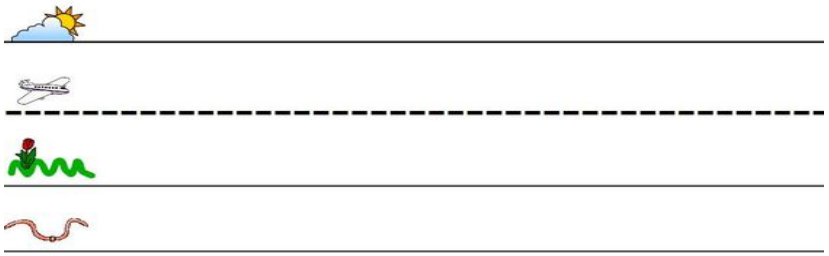
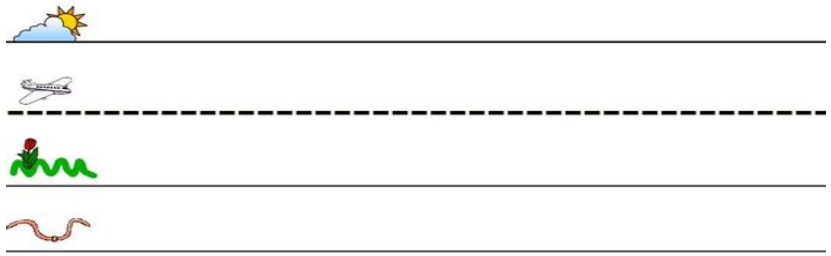
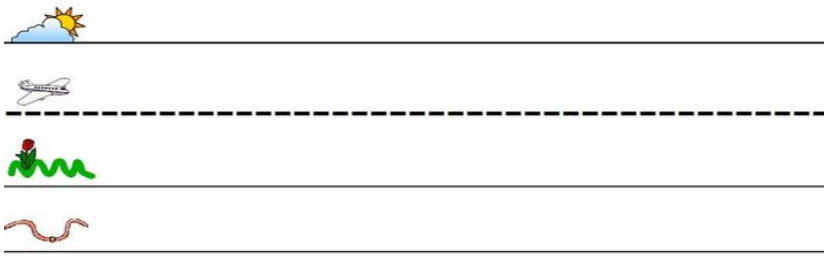
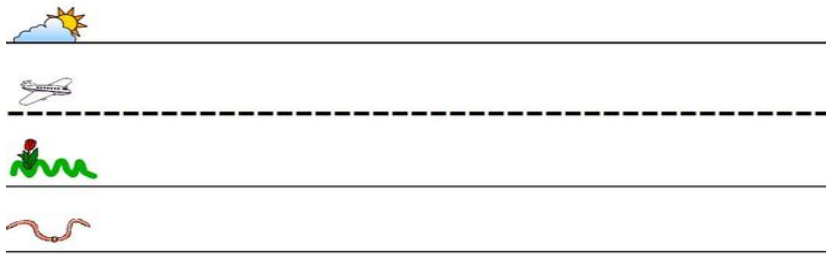
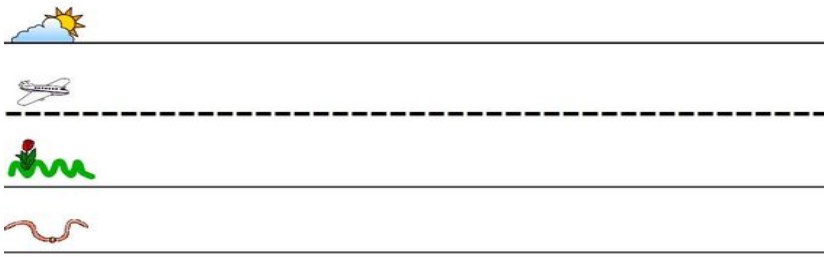
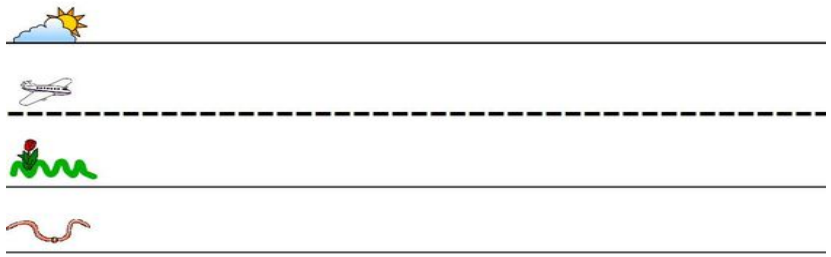
Word Hunt Cards

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

to	am	as	little
has	you	are	you
see	and	the	can

Name: _____ **Word Hunt**

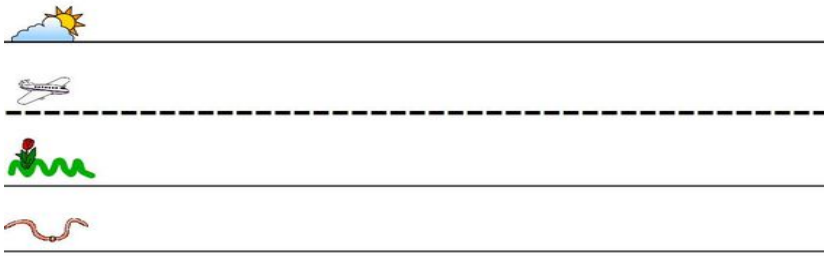
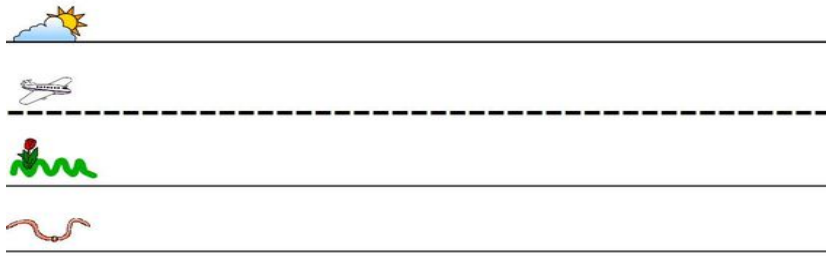
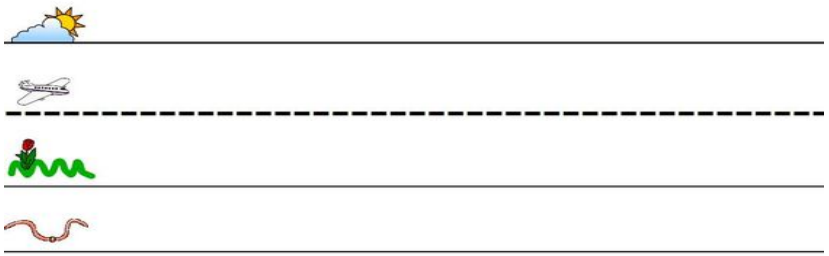
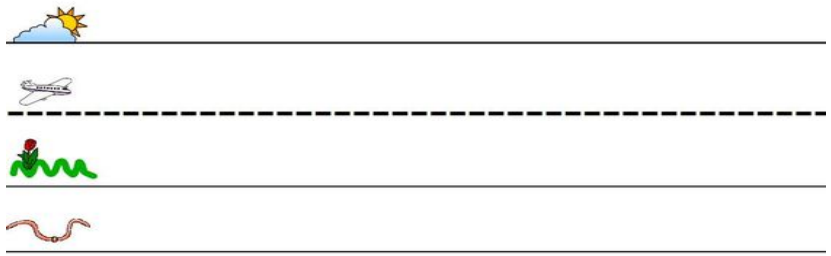
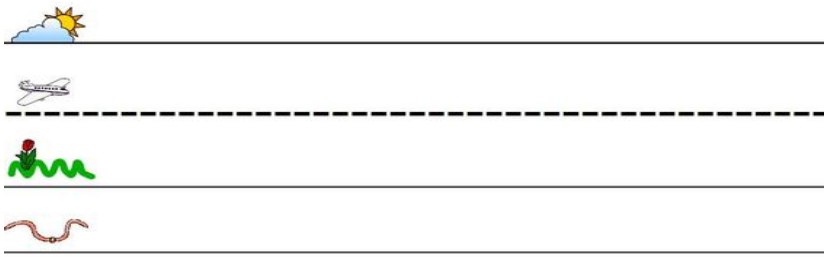
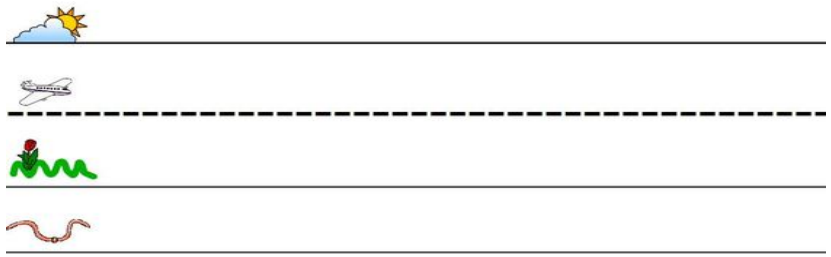
I found them. I can read them. I can write them!

Word Work Station U3 W5

Name: _____ **Word Hunt**

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

Word Work Station U3 W5

WEEK 5 Shared Reading

"Construction Worker" Sung to the tune of "Twinkle, Twinkle, Little Star"	
Standards: R.2.K.c R.3.K.a R.3.K.b R.3.K.c R.3.K.d L.2.K.a	See the worker make a plan, Map it out as best she can. Use a backhoe, dig the dirt, Think and work and don't get hurt. When it's cold and when it's hot, Construction workers work a lot.
Session 1	Opening: *Today we will learn a new song to the tune of a song you may know: "Twinkle, Twinkle, Little Star."* Invite children to hum the familiar tune. *The title of this song is "Construction Worker."* Fluency: Model singing the song in its entirety, while tracking the print with a pointer. Then invite children to echo sing every two lines of the song. Meaning Making: *What does this song teach you about construction workers?* *What are some of the things construction workers do?*

"Construction Worker" Sung to the tune of "Twinkle, Twinkle, Little Star"	
Standards: R.2.K.c R.3.K.a R.3.K.b R.3.K.c R.3.K.d L.2.K.a	See the worker make a plan, Map it out as best she can. Use a backhoe, dig the dirt, Think and work and don't get hurt. When it's cold and when it's hot, Construction workers work a lot.
Session 2	Fluency: Invite children to echo two lines at a time, and then sing the song together in its entirety. Language Conventions: Circle or highlight the commas and periods. *At a comma, our voices pause. At a period, our voice stops, and we can take a breath. Commas and periods are kinds of punctuation. Authors use punctuation to help us read with expression.* Invite children to sing the song again, emphasizing punctuation. Letter-Sound Awareness and Phonics: *When two letters go together and make one sound, it's called a digraph. When the letters "t" and "h" come together they make the sound /th/. What word in our song has the /th/ sound?* Phonological Awareness: *We can hear and say the first and last part of a one syllable word. "Hurt is a word with one syllable. Listen to how I say the first and last part of the word.* Say "h---urt" with a long pause in between the onset and rime. Invite children to segment the words "think," "when," "make." *When we segment words it helps us notice the ending sounds that rhyme! What are some words that rhyme in this song?* After children point out some of the rhyming words, choose plan/can to highlight. *We can change the first sound in words to make other words that rhyme. If we change the /p/ in "plan" to /c/, what word is that?* (clan) *"Clan" rhymes with "plan."* *If we change the /c/ in "can" to /m/, what word is that?* (man) *"Man" rhymes with "can."*

"Construction Worker" Sung to the tune of "Twinkle, Twinkle, Little Star"	
Standards: R.2.K.c R.3.K.a R.3.K.b R.3.K.c R.3.K.d L.2.K.a	See the worker make a plan, Map it out as best she can. Use a backhoe, dig the dirt, Think and work and don't get hurt. When it's cold and when it's hot, Construction workers work a lot.

Session 3

Phonological Awareness:

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

You are experts at hearing the sounds in words and blending the sounds together to say a word. I am going to say the sounds of a word and you will blend them together to make the word.

Say "/m/-/a/-/p/" with a long pause in between each sound.

What word is that? (map)

Repeat the same exercise with the words "dig", "best," "cold."

Fluency:

Show the song and invite children to sing fluently while tracking the print.

Phonics:

The letter a makes a new sound in the words "can" and "plan."

You do not read "can" as /c/-/ă/-/n/.

The short a vowel sound is glued to the n to make a sound that comes through our nose, called a nasal sound. With glued sounds, you can hear the sounds but they are very close together and hard to separate. Listen as I stretch out the sounds in "plan."

Say "/p/-/l/-/an/" while tapping out on your arm.

Write "can" and "plan" on the whiteboard.

What other words do you know that have the glued "an" sound?

As children say words, write (or build) the words that follow the spelling pattern.

Word Recognition:

"She" is a new high frequency word in this song. The letters "s" and "h" come together to make one sound, /sh/. The letter "e" says its name, it makes the long e sound. If you know "she," it helps you read this high frequency word [point to "he."] *What word is it?*

What sound is at the end of both "she" and "he?"

There is another high frequency word in this song. Who can find "as?"

Sometimes "s" makes the sound /z/ when it is at the end of the word, like in "as."

Extensions	Vowel sound practice: Say different words from the song or relating to construction that have long and 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. Sentence reading practice: Write decodable sentences on the board with words with the glued sound /an/ and CVC words. Invite children to read them for fluency practice. Also invite them to identify the high frequency words and write them on their own whiteboards. - He is a big man. - She can dig a lot. - The van is tan.

Name: _____ Date: _____

Construction Worker

See the worker make a plan,
Map it out as best she can.
Use a backhoe, dig the dirt,
Think and work and don't get hurt.
When it's cold and when it's hot,
Construction workers work a lot.