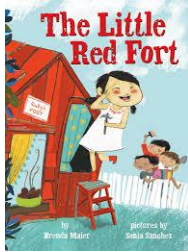


Unit 3: Construction

WEEK 6 At a Glance

Texts



Read Aloud

Day 1: *The Little Red Hen*, Storytelling
 Day 2: *The Little Red Fort*, Read 1
 Day 3: *The Little Red Fort*, Read 2
 Day 4: *The Little Red Fort*, Read 3
 Day 5: *The Little Red Fort*, Read 4

Centers

Art Studio Table: Our Boston Design Studio 3 (Days 2- 5)
 Art Studio Easel: Draft House and Building Plans 1 (Days 1 -5)
 Blocks: Inspired by *The Little Red Fort* 1 (Days 4-5)
 Library & Listening: Classroom Research 1 (Days 4-5)
 Discovery Table: Sand Forts (Days 3-5)
 Writing & Drawing: Constructing Stories (Day 3-5)

Writing: Procedure

Phonics: Follow Guide

Stations

Strategic Small Group Instruction
 Reading: Independent and Partner Reading
 Pocket Chart: “Construction Worker”
 Listening & Speaking: Talk Time; Listen and Respond: *The Little Red Fort*
 Writing: *How a House is Built*
 Word Work: Changing Medial Sounds; Say Tap Build Read Write; Read Build
 Write Trick Words; Matching Pictures with Words

Shared Reading: “Construction Vehicles”

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

Math: Follow Guide

At a Glance U3 W6



mill

<https://www.moulins-cereales.com/moulins-cereales-osttiroler/installations-de-moulins-professionnels/installations-de-moulins-professionnels.php>



fort

https://www.youtube.com/watch?v=3orOY_CRFkk



satisfied

<https://mici.com/want-to-be-happy-at-work-take-a-job-in-construction>

Read Aloud Vocabulary U3 W6



huddle

<https://www.womenssoccerunited.com/report-france-iceland/france-huddle/>



gather

<https://www.savebuzzardsbay.org/places-to-go/silvershell-beach/>

Read Aloud Vocabulary U3 W6

Focus on K2/ K for ME | Boston Public Schools Early Childhood Department P-2/ Maine Department of Ed

WEEK 6 Day 1

Read Aloud
“The Little Red Hen” Storytelling and Story Acting

Big Ideas	People’s perspectives depend on culture, history, location, age, and personal views or ideas. All perspectives are valid. Stories help us experience different perspectives.								
Unit Question	What processes help people construct structures, ideas, and works of art?								
Guiding Questions	What processes help people construct structures, ideas, and works of art?								
Content Objectives	I can retell a story by acting out key details. (R.5.K.a, R.5.K.b) I can identify and describe the problem and resolution in a story. (R.6.K.a, R.6.K.b)								
Language Objective	I can follow the agreed upon rules for storytelling and story acting. (SL.1.K.a)								
Vocabulary	mill: a machine that grinds grain into flour								
Materials and Preparation	<ul style="list-style-type: none"> ● “The Little Red Hen” text for the teacher oral reading ● “The Little Red Hen” vocabulary cards ● chart paper and marker <p>Prepare the following Story Elements chart.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; width: 80%;"> <tr style="background-color: #e0e0e0;"> <th colspan="2" style="text-align: center; padding: 5px;">Story Elements</th> </tr> <tr style="background-color: #e0e0e0;"> <th colspan="2" style="text-align: center; padding: 5px;">“The Little Red Hen”</th> </tr> <tr> <td colspan="2" style="padding: 5px;">Orientation:</td> </tr> <tr> <td style="width: 50%; padding: 5px;">Characters</td> <td style="width: 50%; padding: 5px;">Setting</td> </tr> </table>	Story Elements		“The Little Red Hen”		Orientation:		Characters	Setting
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“The Little Red Hen”									
Orientation:									
Characters	Setting								

	<div style="border: 1px solid black; padding: 10px; background-color: #f0f0f0;"> <p>Sequence of Events:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-right: 1px solid black; padding: 5px;">Problem</td> <td style="padding: 5px;">Resolution</td> </tr> </table> </div>	Problem	Resolution
Problem	Resolution		
<p>Opening 1 min</p>	<p>Introduce the text and set a purpose. <i>This week we will read a story titled The Little Red Fort, by Brenda Maier and Sonia Sanchez. It is a variation of the folktale, “The Little Red Hen.”</i></p> <p><i>Today you will listen to one version of “The Little Red Hen.” We’ll act it out while we read, paying special attention to the problem and resolution in the sequence of events. Knowing the folktale will help us when we read Brenda Maier’s story tomorrow.</i></p>		
<p>Text and Discussion 10 minutes</p> <p>Read 1</p>	<p><i>Thumbs up if you’ve heard or read the story of the little red hen before. Listen closely!</i></p> <p>Read the provided text through to the end, with minimal stopping.</p>		
<p>Read 2</p>	<p>Gather children in a circle to dramatize “The Little Red Hen.” As in Storytelling and Story Acting, invite children on stage to dramatize while reading the story. <i>Now we will act out the story as I tell it.</i></p>		
<p>paragraph 5</p>	<p><i>What does it mean that the little red hen took the wheat the mill? What will happen at the mill?</i></p> <p>Harvest ideas and provide a definition as needed. <i>That’s right. In a mill, wheat kernels get ground into flour.</i></p>		
<p>Key Discussion and Activity 8 minutes</p>	<p><i>Who were the characters and what was the setting in this story?</i></p> <p>Harvest ideas and record on the chart.</p> <p>Invite children to Think, Pair, Share. Prompt 1: <i>What was the problem in the story?</i> [The little red hen needs help to take care of the wheat, but the other animals won’t help]</p> <p>Chart the story’s problem using ideas generated by children.</p> <p>Prompt 2: <i>How was the problem resolved?</i> [The little red hen takes care of the wheat, makes the bread, and eats it herself.]</p>		

	Chart the resolution from the story using ideas generated by children.														
Closing 1 minute	<i>Tomorrow we will read a different version of this story. You'll hear some parts that are familiar and other parts that are quite different.</i>														
Standards	<p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</p> <p>R.6.K.a With prompting and support, identify characters settings and major events in a story.</p> <p>R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.1.K.b Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>														
Ongoing assessment	<p>Note how children are acting out the story.</p> <p>Listen to children’s responses during the partner and whole group share.</p> <p>Do children retell key details from “The Little Red Hen” by acting them out?</p> <p>Do children reference details from text to support their thinking about problem and resolution?</p>														
Center Activities	<table border="1"> <tr> <td>Art Table</td> <td>Children continue to work on the Our Boston project.</td> </tr> <tr> <td>Art Easel</td> <td>Children draft house and building plans.</td> </tr> <tr> <td>Blocks</td> <td>Children build, inspired by <i>The Little Red Fort</i>.</td> </tr> <tr> <td>Dramatization</td> <td>Children act out scenes from <i>The Little Red Fort</i>.</td> </tr> <tr> <td>Library & Listening</td> <td>Children research what building materials are used in the classroom.</td> </tr> <tr> <td>Discovery Table</td> <td>Children make sand forts.</td> </tr> <tr> <td>Writing & Drawing</td> <td>Children construct stories.</td> </tr> </table>	Art Table	Children continue to work on the Our Boston project.	Art Easel	Children draft house and building plans.	Blocks	Children build, inspired by <i>The Little Red Fort</i> .	Dramatization	Children act out scenes from <i>The Little Red Fort</i> .	Library & Listening	Children research what building materials are used in the classroom.	Discovery Table	Children make sand forts.	Writing & Drawing	Children construct stories.
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Writing & Drawing	Children construct stories.														

Notes



Read Aloud U3 W6 D1

The Little Red Hen

1 Once upon a time there was a little red hen who lived on a farm with a cow, a horse, and a cat.

2 In the springtime, the farmer was busy planting the fields. The little red hen was delighted to find some seeds of wheat, and she hurried home to show the other animals.

3 The little red hen said, “Who will help me plant the wheat?”

“Moooo. Not I,” said the cow.

“Neigh. Not I,” said the horse.

“Meow. Not I,” said the kitty cat.

So the little red hen said, “Then I will plant the seeds of wheat all by myself.” And so she planted the seeds of wheat.

4 In the summertime, the wheat grew tall and golden in the sun, and the little red hen asked her friends, “Who will help me cut the wheat?”

“Moooo. Not I,” said the cow.

“Neigh. Not I,” said the horse.

“Meow. Not I,” said the kitty cat.

So the little red hen said, “Then I will cut the wheat all by myself.” And so she cut the stalks of wheat.

5 In the autumn, the days grew cooler, and the farmer was busy bringing in the harvest. The little red hen asked her friends, “Who will help me take the wheat to the mill?”

“Moooo. Not I,” said the cow.

“Neigh. Not I,” said the horse.

“Meow. Not I,” said the kitty cat.

So the little red hen said, “Then I will take the wheat to the mill all by myself.” And so she took the wheat to the mill. The miller ground the wheat into flour, and then the little red hen brought the big bags of flour back home.

6 In the winter the snow fell and the days were short and very cold. The little red hen asked her friends, “Who will help me bake the bread?”

“Moooo. Not I,” said the cow.

“Neigh. Not I,” said the horse.

“Meow. Not I,” said the kitty cat.

So the little red hen said, “Then I will bake the bread all by myself.” And so she took the flour, mixed it and kneaded it, and put it in the oven.

7 And while the bread was baking, it smelled wonderful! The cow and the horse and the kitty cat came running when they smelled that fresh bread.

8 The little red hen took the bread out of the oven and asked her friends, “Who will help me eat the bread?”

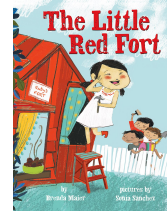
“Moooo. I will!” said the cow.

“Neigh. I will!” said the horse.

“Meow. I will!” said the kitty cat.

9 But the little red hen said, “Oh, no, no, no! I planted the seeds of wheat, I cut the wheat, I took the wheat to the mill and brought home the flour, and I baked the bread, all by myself. Now I will eat the bread - all by myself!”

10 And so she did, and it was delicious!



WEEK 6 Day 2

Read Aloud
The Little Red Fort
 Read 1 of 4

Big Ideas	<p>People’s perspectives depend on culture, history, location, age, and personal views or ideas. All perspectives are valid. Stories help us experience different perspectives.</p> <p>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.</p>
Unit Question	What processes help people construct structures, ideas, and works of art?
Guiding Question	What processes help people construct structures, ideas, and works of art?
Content Objective	I can identify and describe the problem and resolution in a story. (R.6.K.a, R.6.K.b, R.8.K.a, R.8.K.b)
Language Objectives	<p>I can recount the events that show the problem and resolution in a story. (SL.2.K.a)</p> <p>I can use the story’s context to explore the meaning of key phrases in the story during discussion. (L.5.K)</p>
SEL Objective	I can analyze a story by thinking about inclusivity. (Analyzing situations)
Vocabulary	<p>aroma: an odor or smell</p> <p>fort: a building protected with a strong wall around it</p> <p>gather: to collect</p> <p>huddle: to get together to have a conversation or make a plan</p> <p>satisfied: pleased, contented</p>

<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● “Little Red Hen,” Story Elements chart, from Day 1 ● <i>The Little Red Fort</i>, Brenda Maier Pre-mark page numbers in the book to correspond with the lesson. Page 2 is the page that begins “Ruby’s mind was...” ● <i>The Little Red Fort</i> vocabulary cards ● chart paper and marker Prepare the following Story Elements chart. <table border="1" data-bbox="500 451 1360 989" style="margin-left: auto; margin-right: auto;"> <tr> <th colspan="2" style="text-align: center;">Story Elements</th> </tr> <tr> <td colspan="2" style="text-align: center;"><i>The Little Red Fort</i></td> </tr> <tr> <td colspan="2">Orientation:</td> </tr> <tr> <td style="width: 50%;">Characters</td> <td style="width: 50%;">Setting</td> </tr> <tr> <td colspan="2">Sequence of Events:</td> </tr> <tr> <td>Problem</td> <td>Resolution</td> </tr> </table>	Story Elements		<i>The Little Red Fort</i>		Orientation:		Characters	Setting	Sequence of Events:		Problem	Resolution
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<p>Opening 1 minute</p>	<p>Introduce the text and set a purpose. <i>Today, we will read The Little Red Fort by Brenda Maier. Yesterday when we read and acted out “The Little Red Hen,” we talked about important events like the problem and resolution.</i></p> <p>Refer to the Little Red Hen chart.</p> <p><i>The Little Red Fort tells about Ruby, her brothers and some other family members, and it takes place at Ruby’s house.</i></p> <p>Point to characters on the cover of the text. <i>Doesn’t sound much like “The Little Red Hen” yet, but let’s read and you’ll notice what’s similar!</i></p> <p><i>Today, we will describe how the characters in The Little Red Fort respond to events. This will help us determine the problem and resolution in the story.</i></p>												
<p>Text and Discussion 10 minutes page 6</p>	<p><i>The book says Rodrigo gave Ruby a “look that could melt popsicles.” I wonder what that means! Let’s look at the picture to help us. What do you notice?</i></p> <p>Harvest a few responses. <i>Yes, the illustrations really match what the words describe! Now, on</i></p>												

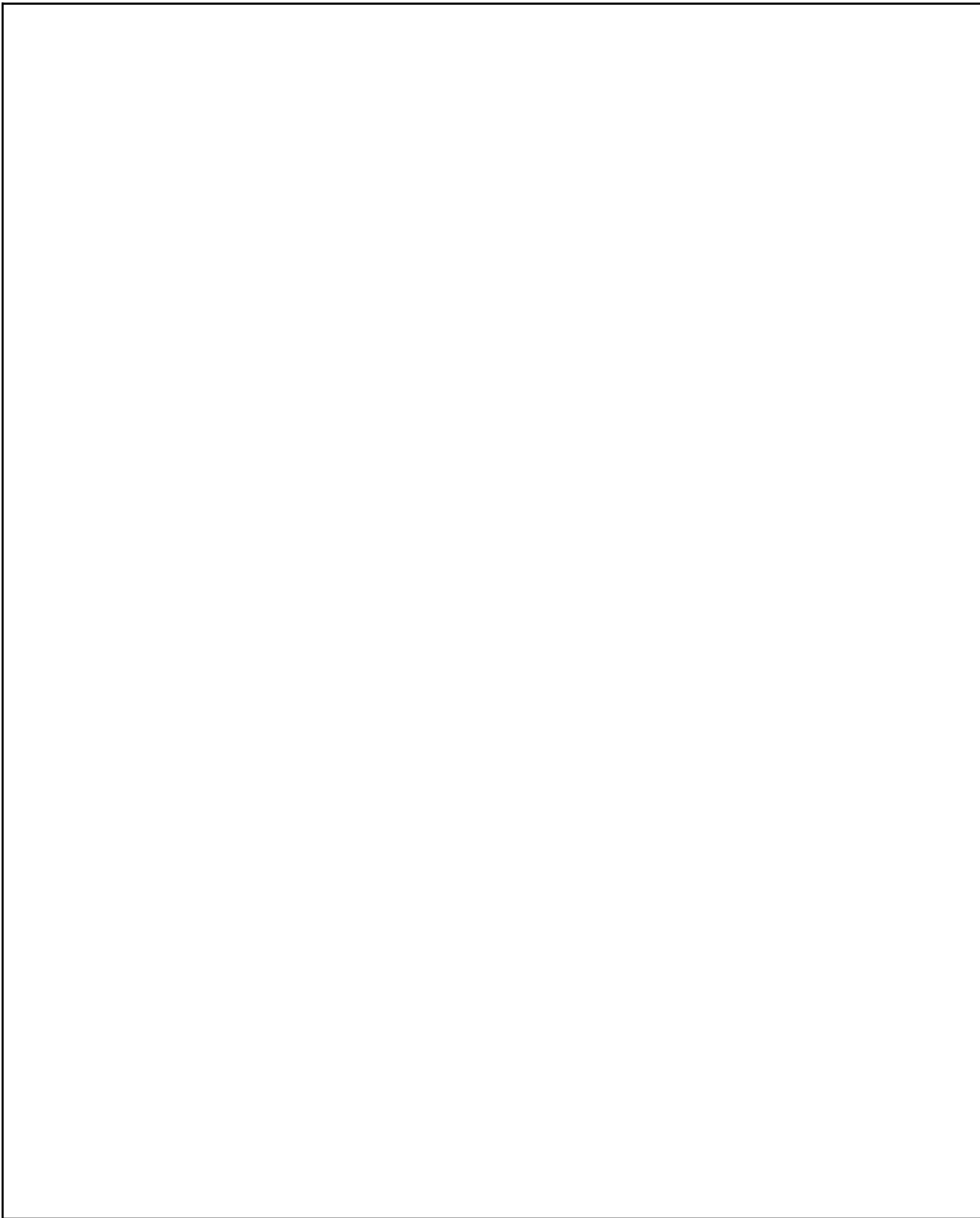
	<p><i>your face, show me a “look that could melt popsicles.”</i></p> <p><i>How do Ruby’s brothers respond to her idea of building something together?</i></p> <p>Harvest a few responses and prompt children as needed by rereading the dialogue.</p>
page 13	<p><i>“Satisfied with her plans” means she was pleased, or happy, with them.</i></p>
page 16	<p><i>Is Ruby really building all by herself? Have you noticed anyone in the illustrations helping Ruby?</i></p> <p><i>Yes, Ruby is responding to her brothers not helping by seeking help from adults in her family. Ruby is so resourceful!</i></p>
pages 21-22	<p><i>On this page the words don’t tell us a lot about what Ruby’s brothers are doing.</i></p> <p>Invite children to turn and talk. <i>Based on the illustrations, what is keeping the brothers too busy to help Ruby build?</i></p>
page 26	<p><i>What has changed about the brothers’ behavior here? Why do you think the brothers are changing?</i></p> <p>Harvest a few responses and prompt as needed by rereading the dialogue.</p>
pages 31-32	<p><i>Ruby’s brothers are changing their minds again! Look at all the ways they are helping now!</i></p> <p>Point to illustrations while reading the text.</p>
<p>Key Discussion and Activity 8 minutes</p>	<p>With children, quickly chart the characters and setting on the Story Element Chart.</p> <p>Invite children to Think, Pair, Share. Prompt 1: <i>What was the problem in the story?</i> [Ruby wanted help building her fort, but her brothers wouldn’t help her.]</p> <p>Chart the problem from the story using ideas generated by children.</p> <p>Prompt 2: <i>How was the problem solved?</i> [Ruby builds the fort with the help of some adult family members. In the end, the brothers see the value of helping and they all enjoy the fort together.]</p> <p>Chart the solution from the story using ideas generated by children.</p>

	<p>Invite the whole group to reflect on Ruby’s decision at the end of the story. <i>Why do you think Ruby decided to share the cookies with her brothers in the end?</i></p> <p><i>How does Ruby show that she wants to be inclusive throughout the story?</i></p>														
<p>Closing 1 minute</p>	<p><i>Tomorrow we’ll read this story again to think about the steps Ruby takes to build her fort, and how this relates to the design and construction process.</i></p>														
<p>Standards</p>	<p>R.6.K.a With prompting and support, identify characters settings and major events in a story. R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. R.8.K.a Identify texts that tell stories. R.8.K.b Identify texts that provide information. SL.2.K.a Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. L.5.K With guidance and support from adults, explore word relationships and nuances in word meanings.</p>														
<p>Ongoing assessment</p>	<p>Listen to children’s responses during the partner and whole group share. Are children able to identify the problem and solution? Are children able to reference details from text to support their thinking about the problem and solution?</p>														
<p>Center Activities</p>	<table border="1"> <tr> <td data-bbox="451 1283 678 1352">Art Table</td> <td data-bbox="678 1283 1406 1352">Children continue to work on the <i>Our Town</i> project.</td> </tr> <tr> <td data-bbox="451 1352 678 1421">Art Easel</td> <td data-bbox="678 1352 1406 1421">Children draft house and building plans.</td> </tr> <tr> <td data-bbox="451 1421 678 1491">Blocks</td> <td data-bbox="678 1421 1406 1491">Children build inspired by <i>The Little Red Fort</i>.</td> </tr> <tr> <td data-bbox="451 1491 678 1560">Dramatization</td> <td data-bbox="678 1491 1406 1560">Children act out scenes from <i>The Little Red Fort</i>.</td> </tr> <tr> <td data-bbox="451 1560 678 1675">Library & Listening</td> <td data-bbox="678 1560 1406 1675">Children research what building materials are used in the classroom.</td> </tr> <tr> <td data-bbox="451 1675 678 1780">Discovery Table</td> <td data-bbox="678 1675 1406 1780">Children make sand forts.</td> </tr> <tr> <td data-bbox="451 1780 678 1850">Writing &</td> <td data-bbox="678 1780 1406 1850">Children construct stories.</td> </tr> </table>	Art Table	Children continue to work on the <i>Our Town</i> project.	Art Easel	Children draft house and building plans.	Blocks	Children build inspired by <i>The Little Red Fort</i> .	Dramatization	Children act out scenes from <i>The Little Red Fort</i> .	Library & Listening	Children research what building materials are used in the classroom.	Discovery Table	Children make sand forts.	Writing &	Children construct stories.
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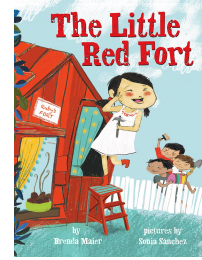
	<table border="1"><tr><td data-bbox="427 132 680 216">Drawing</td><td data-bbox="680 132 1433 216"></td></tr></table>	Drawing	
Drawing			

Notes

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Read Aloud U3 W6 D2



WEEK 6 Day 3

Read Aloud
The Little Red Fort
 Read 2 of 4

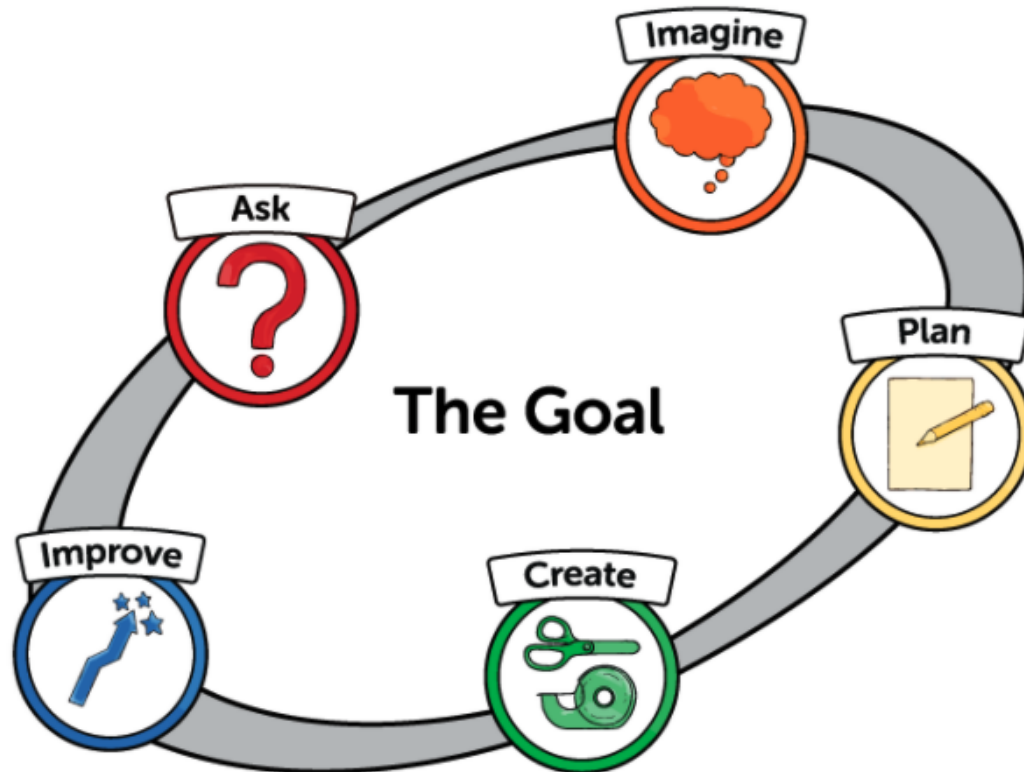
Big Ideas	<p>People’s perspectives depend on culture, history, location, age, and personal views or ideas. All perspectives are valid. Stories help us experience different perspectives.</p> <p>The design and construction process includes imagining and being inspired, asking questions, researching, planning, creating, and improving our models. Children have time to work alone and with others.</p>
Unit Question	What processes help people construct structures, ideas, and works of art?
Guiding Question	What processes help people construct structures, ideas, and works of art?
Content Objective	I can retell a character’s actions as they relate to the Engineering and Design Process. (R.5.K.a, R.5.K.b)
Language Objectives	<p>I can use the language of the Engineering and Design Process to recount events from a text in sequence. (L.6.K)</p> <p>I can build off the ideas of my peers in a collaborative discussion about a text. (SL.1.K.a, SL.1.K.b)</p>
Vocabulary	<p>aroma: an odor or smell</p> <p>fort: a building protected with a strong wall around it</p> <p>gather: to collect</p> <p>huddle: to get together to have a conversation or make a plan</p> <p>satisfied: pleased, contented</p>

<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>The Little Red Fort</i>, Brenda Maier ● <i>The Little Red Fort</i> vocabulary cards ● Sentence Frames for Discussion chart, from Unit 2, Week 2, Day 3 ● Design and Engineering slides, for reference ● Design and Engineering Process image (first slide) ● “engineer” vocabulary card from <i>The Night Worker</i>, Week 4 ● space on whiteboard and marker ● chart paper and marker <p>On chart paper, create the following Engineering Design Process chart. Use the image provided or create with markers.</p> <div data-bbox="548 562 1312 1129" data-label="Diagram"> <p>The diagram is titled "Engineering Design Process". It features a central circle labeled "The Goal". Surrounding this central circle are five smaller circles, each representing a step in the process, connected by a grey circular path. The steps are: "Ask" (top-left, with a red question mark icon), "Imagine" (top, with a brain icon), "Plan" (top-right, with a notepad and pencil icon), "Create" (bottom-right, with a wrench and gear icon), and "Improve" (bottom-left, with a blue arrow and stars icon).</p> </div>
<p>Opening 1 minute</p>	<p>Introduce the text and set a purpose.</p> <p><i>Today, we will read <i>The Little Red Fort</i> by Brenda Maier again. We will think about the steps Ruby takes to build her fort and how this relates to our Engineering and Design process.</i></p> <p><i>When we read <i>The Night Worker</i> we learned the meaning of the word “engineer.” What’s an engineer?...That’s right, someone who designs and builds things.</i></p> <p><i>Who is the engineer in this story?... That’s right, Ruby! She’s designing and constructing a fort. Let’s read to see the steps she takes.</i></p>
<p>Text and Discussion 10 minutes</p> <p>page 2</p>	<p><i>What is Ruby doing when her mind is full of ideas?... That’s right, she’s imagining. That’s a key part of the Engineering Design Process.</i></p> <p>Refer to the Engineering and Design Process chart.</p>

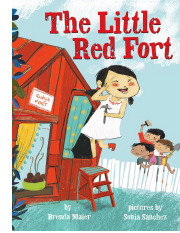
<p>page 10</p>	<p><i>Ruby is working hard. What stage of the Engineering and Design Process is Ruby in now? How do you know?</i></p> <p>Harvest ideas and prompt children to use details from the text and illustrations to support their ideas.</p> <p><i>As we keep reading, think about the next stage in the process.</i></p>
<p>page 22</p>	<p>Invite children to Think, Pair, Share to retell Ruby’s actions from the story. <i>Ruby is creating her fort.</i></p> <p>Point to “Creating” on the Engineering Process chart. <i>With a partner, retell all of the different steps Ruby takes to create her fort.</i></p> <p>As children discuss with a partner, circulate to draw their attention to the Engineering and Design Process chart and remind them to incorporate the language of each step.</p> <p>After children retell with a partner, on the whiteboard, document the steps in Ruby’s process using the language of the Engineering Design Process. [she imagines her fort; she plans by drawing and gathering supplies...]</p>
<p>page 32</p>	<p><i>Now Ruby’s creation is getting enhanced by the work of her brothers. They huddled, or got together, to make a plan for adding to Ruby’s work!</i></p> <p><i>How does this fit into the Engineering Design Process? Yes, this is the Improving stage. Improving can take place with others or alone. Let’s add that to our list.</i></p> <p>Add the last step to the list on the whiteboard.</p>
<p>Key Discussion and Activity 8 minutes</p>	<p>Gather children in a circle for a whole group discussion and remind them of the prompts for growing ideas as a group.</p> <p><i>If Ruby is going to construct something again, do you think she will ask for help? Why or why not? What in the words or illustrations makes you think that?</i></p> <p><i>Remember, as we respond to each other and grow our ideas, you can say that you agree with your classmate, you can add on to someone’s ideas, or you can say that you disagree with someone.</i></p> <p>Facilitate a whole class discussion. Note that some children may argue that Ruby should not ask for help because her brothers did not initially help, while others may argue that her brothers helped in the end and were part of the “improving process.” Encourage respectful debate in the class discussion.</p>
<p>Closing</p>	<p><i>Tomorrow we’ll look at this story and the story of “The Little Red</i></p>

1 minute	<i>Hen” in order to compare what is similar and different between the two.</i>														
Standards	<p>R.4.K Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</p> <p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.1.K.b Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>L.6.K Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>														
Ongoing assessment	<p>Listen to children’s discussion during the whole group share.</p> <p>Do children retell Ruby’s actions using the language of the Engineering and Design Process?</p> <p>How do children form and debate ideas about Ruby’s potential actions, based on key details from the text?</p>														
Center Activities	<table border="1"> <tr> <td data-bbox="451 995 680 1066">Art Table</td> <td data-bbox="680 995 1406 1066">Children continue to work on the <i>Our Town</i> project.</td> </tr> <tr> <td data-bbox="451 1066 680 1138">Art Easel</td> <td data-bbox="680 1066 1406 1138">Children draft house and building plans.</td> </tr> <tr> <td data-bbox="451 1138 680 1209">Blocks</td> <td data-bbox="680 1138 1406 1209">Children build inspired by <i>The Little Red Fort</i>.</td> </tr> <tr> <td data-bbox="451 1209 680 1281">Dramatization</td> <td data-bbox="680 1209 1406 1281">Children act out scenes from <i>The Little Red Fort</i>.</td> </tr> <tr> <td data-bbox="451 1281 680 1390">Library & Listening</td> <td data-bbox="680 1281 1406 1390">Children research what building materials are used in the classroom.</td> </tr> <tr> <td data-bbox="451 1390 680 1499">Discovery Table</td> <td data-bbox="680 1390 1406 1499">Children make sand forts.</td> </tr> <tr> <td data-bbox="451 1499 680 1608">Writing & Drawing</td> <td data-bbox="680 1499 1406 1608">Children construct stories.</td> </tr> </table>	Art Table	Children continue to work on the <i>Our Town</i> project.	Art Easel	Children draft house and building plans.	Blocks	Children build inspired by <i>The Little Red Fort</i> .	Dramatization	Children act out scenes from <i>The Little Red Fort</i> .	Library & Listening	Children research what building materials are used in the classroom.	Discovery Table	Children make sand forts.	Writing & Drawing	Children construct stories.
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Discovery Table	Children make sand forts.														
Writing & Drawing	Children construct stories.														

Engineering Design Process



Read Aloud U3 W6 D3



WEEK 6 Day 4

Read Aloud
“The Little Red Hen” and *The Little Red Fort*

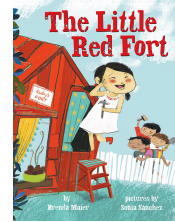
Big Ideas	<p>People’s perspectives depend on culture, history, location, age, and personal views or ideas. All perspectives are valid. Stories help us experience different perspectives.</p> <p>The design and construction process includes imagining and being inspired, asking questions, researching, planning, creating, and improving our models. Children have time to work alone and with others.</p>
Unit Question	What processes help people construct structures, ideas, and works of art?
Guiding Question	What processes help people construct structures, ideas, and works of art?
Content Objective	I can compare key details in two versions of a story. (R.11.K.b, R.11.K.d)
Language Objective	I can use comparison phrases to describe the similarities and differences between key details in two versions of a story. (L.6.K)
Vocabulary	<p>aroma: an odor or smell</p> <p>fort: a building protected with a strong wall around it</p> <p>gather: to collect</p> <p>huddle: to get together to have a conversation or make a plan</p> <p>satisfied: pleased, contented</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>The Little Red Fort</i>, Brenda Maier ● “The Little Red Hen” text ● “The Little Red Hen” Story Elements chart, from Day 1 ● <i>The Little Red Fort</i> Story Elements chart, from Day 2

<p>Opening 1 minute</p>	<p>Review the texts from the week and set a purpose. <i>This week, we read two versions of The Little Red Hen story.</i> Refer to the book <i>The Little Red Fort</i> and to the displayed charts from both stories. <i>Today, we will compare these two stories, which means we'll think about what's similar, or almost the same, and what's different about them. We've compared texts before, like when we read The Three Little Pigs and The True Story of the Three Little Pigs. We will listen closely to some important parts of "The Little Red Hen" and The Little Red Fort to see how the problems and solutions are the same or different.</i></p> <p>Note: Read only the specified sections of <i>The Little Red Fort</i>.</p>
<p>Text and Discussion 10 minutes</p> <p>"The Little Red Hen"</p>	<p>Retell "The Little Red Hen." <i>Let's review the major events in this story. What is the problem? Let's look at our chart to see what we wrote.</i></p>
<p><i>The Little Red Fort</i> page 6</p>	<p>Read the page. <i>Let's review. What's happening here? What's the problem so far in The Little Red Fort? Let's look back at our chart to see what we wrote.</i></p> <p>Model comparing texts. <i>I'm going to give you an example of how to compare the story I told and The Little Red Fort. In the version of The Little Red Hen that I retold today, the little red hen finds grains of wheat and has some ideas about what to do with the wheat. She tells her ideas to the three other animals who live with her. In The Little Red Fort, Ruby has a lot of creative ideas about building a fort and tells those ideas to her three brothers.</i></p> <p><i>What's similar or different about the problems in the two stories?</i> Harvest 2-3 ideas from children and model thinking as needed.</p>
<p>"The Little Red Hen" paragraph 4</p> <p><i>The Little Red Fort</i> page 7</p>	<p>Read paragraph four of "The Little Red Hen." <i>Now, listen to this part of The Little Red Fort and then tell me what you notice.</i></p> <p>Read page 7. Elicit children's reactions and noticings. <i>That's right, both the animals and the brothers do not want to help! That's a similarity between the two stories.</i></p>

<p><i>The Little Red Fort</i> pages 23-24</p>	<p><i>Let's look carefully at the illustrations on this page. What do you notice?</i></p> <p><i>How is Ruby moving toward a solution to her problem?</i></p> <p>Harvest children's ideas and prompt them as needed to notice the support of the mom and grandma.</p> <p><i>How is this similar to or different from "The Little Red Hen"?</i></p>
<p>"The Little Red Hen" paragraphs 8-10</p> <p><i>The Little Red Fort</i> pages 25-end</p>	<p><i>Let's listen to how the problem was resolved in the first story I told you.</i></p> <p>Read paragraphs 8-10 of "The Little Red Hen." <i>How was the problem resolved? What was the resolution, and who resolved the problem?</i></p> <p>Return to <i>the Little Red Fort</i>. Read and display the illustrations from pages 25 through the end. <i>What was the resolution in this story, and who solved the problem?</i></p> <p>Refer to the chart to support children's thinking. Harvest a few ideas and model thinking as needed.</p>
<p>Key Discussion and Activity 8 minutes</p>	<p>Invite children to Think, Pair, Share.</p> <p>Prompt 1: <i>What is similar about the resolution, the ending, of these two stories?</i></p> <p>Prompt 2: <i>What is different?</i></p> <p>Lift children's ideas to a whole group discussion about similarities and differences in the two stories.</p>
<p>Closing 1 minute</p>	<p><i>Today, we compared these two stories. We thought about what's similar, or almost the same, and what's different.</i></p> <p><i>Tomorrow, you will have a chance to create your own version of this story!</i></p>
<p>Standards</p>	<p>R.11.K.a With prompting and support, describe the relationship between illustrations and the text.</p> <p>R.11.K.c With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p>L.6.K Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
<p>Ongoing assessment</p>	<p>Listen to children's responses during the partner and whole group share. Do children reference details from text to support their thinking?</p>

	<p>How do children use comparison language? What similarities and differences do children identify and describe?</p>	
<p>Center Activities</p>	<p>Art Table</p>	<p>Children continue to work on the <i>Our Town</i> project.</p>
	<p>Art Easel</p>	<p>Children draft house and building plans.</p>
	<p>Blocks</p>	<p>Children build inspired by <i>The Little Red Fort</i>.</p>
	<p>Dramatization</p>	<p>Children act out scenes from <i>The Little Red Fort</i>.</p>
	<p>Library & Listening</p>	<p>Children research what building materials are used in the classroom.</p>
	<p>Discovery Table</p>	<p>Children make sand forts.</p>
	<p>Writing & Drawing</p>	<p>Children construct stories.</p>

Notes



WEEK 6 Day 5

Read Aloud
The Little Red Fort
 Telling Our Own Stories

Big Ideas	<p>People’s perspectives depend on culture, history, location, age, and personal views or ideas. All perspectives are valid. Stories help us experience different perspectives.</p> <p>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.</p>
Unit Question	What processes help people construct structures, ideas, and works of art?
Guiding Question	What processes help people construct structures, ideas, and works of art?
Content Objective	I can tell a story that uses story elements from “The Little Red Hen.” (R.11.K.b, R.11.K.d, W.3.K.b)
Language Objective	I can plan and tell my story both orally and in writing. (SL.3.K.b)
Vocabulary	<p>aroma: an odor or smell</p> <p>fort: a building protected with a strong wall around it</p> <p>gather: to collect</p> <p>huddle: to get together to have a conversation or make a plan</p> <p>satisfied: pleased, contented</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>The Little Red Fort</i>, Brenda Maier ● “The Little Red Hen” text ● “The Little Red Hen” Story Elements chart, from Day 1 ● <i>The Little Red Fort</i> Story Elements chart, from Day 2

	<ul style="list-style-type: none"> ● story planning sheets, 1 per child ● writing tools ● story planning sheet, teacher model filled out <p>Plan a teacher model of an original story inspired by the Little Red Hen. Complete one planning sheet as an example. Either project the teacher model or recreate on chart paper for easy display.</p>
<p>Opening 2 minutes</p>	<p>Set a purpose for the lesson.</p> <p><i>We have discussed how Brenda Maier used elements from “The Little Red Hen” to create her story, The Little Red Fort.</i></p> <p><i>How was she inspired by “The Little Red Hen?”</i></p> <p><i>What did she do differently?</i></p> <p>Harvest a few responses and refer to the story elements charts as needed.</p> <p><i>Today, we have an opportunity to tell our own stories inspired by “The Little Red Hen” story! Some of you might have already begun this activity in Centers. Just like Brenda Maier we’ll keep the problem similar in our stories, and then we’ll get to create our own resolutions!</i></p>
<p>Text and Discussion 4 minutes</p>	<p>Display and explain the teacher model story planning sheet.</p> <p><i>I planned my own version of the tale!</i></p> <p><i>I’m going to tell you the important elements of my story while pointing to my ideas on this planning sheet.</i></p> <p>Tell a summary of your story, including a beginning, middle and end with a problem and resolution. Explain for children which parts of the tale mirror key elements from “The Little Red Hen,” and where your story differs.</p>
<p>Key Discussion and Activity 10 minutes</p>	<p>Distribute the planning sheets and writing tools for children’s story planning.</p> <p><i>You will create your characters, setting and sequence of events.</i></p> <p><i>Today, we will take time to plan our stories. Next week you will write them in the writing stations.</i></p> <p>Provide time for children to work independently or collaboratively. Some children may benefit from orally telling a story first, then completing the story planner, while other children may want to begin with private thinking and planning. Some children may benefit from telling the story and touching each part of the planner before actually working with a pencil.</p> <p>As children work on their plans, circulate to support them, prompting them to articulate connections to the story elements in “The Little Red Hen” and <i>The Little Red Fort</i>. Some facilitation questions might include:</p> <p><i>How is your main character like Ruby, or like the Little Red Hen?</i></p> <p><i>How are the other characters like the brothers, or like the animals?</i></p>

	<p><i>How is the problem in your story similar to the problem in either “The Little Red Hen” or The Little Red Fort?</i></p> <p><i>How is the resolution in your story similar to the problem in either “The Little Red Hen” or The Little Red Fort?</i></p> <p>Children may not have time to complete their plans during the read aloud block, but will continue this work during the Writing Station in week 7.</p>						
<p>Closing 1 minute</p>	<p><i>I cannot wait to hear more about your stories after you have a chance to work on them in the Writing Station next week.</i></p>						
<p>Unit Question Chart 3 minutes</p>	<p>Refer to the Unit Question Chart.</p> <p><i>What processes help people construct structures, ideas, and works of art?</i></p> <p>Invite children to think about stories as works of art that involve processes of construction. Share any new thinking in response to the question and add it to the chart. Some emerging ideas might include: we can collaborate with family to execute construction ideas; design and engineering involves thoughtful planning; there are steps and sequences that make the construction process more effective; stories are types of constructions.</p>						
<p>Standards</p>	<p>R.11.K.b With prompting and support, compare and contrast the experiences of characters in two or more familiar texts.</p> <p>R.11.K.d With prompting and support, compare and contrast two texts on the same topic.</p> <p>W.3.K.b Use a combination of drawing and writing to communicate a topic.</p> <p>SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>						
<p>Ongoing assessment</p>	<p>Listen to children’s responses during the partner and whole group share and observe their written story planning .</p> <p>How have children incorporated elements from “The Little Red Hen” tale into their own tales?</p> <p>Do children have a plan for a beginning, middle and end of a story that includes a problem and resolution?</p> <p>Do children’s written plans match their oral planning?</p> <p>What will children need to add to their planning sheets to be ready to draw and write their own version of the tale?</p>						
<p>Center Activities</p>	<table border="1"> <tr> <td data-bbox="451 1633 678 1703">Art Table</td> <td data-bbox="678 1633 1406 1703">Children continue to work on the <i>Our Town</i> project.</td> </tr> <tr> <td data-bbox="451 1703 678 1772">Art Easel</td> <td data-bbox="678 1703 1406 1772">Children draft house and building plans.</td> </tr> <tr> <td data-bbox="451 1772 678 1841">Blocks</td> <td data-bbox="678 1772 1406 1841">Children build inspired by <i>The Little Red Fort</i>.</td> </tr> </table>	Art Table	Children continue to work on the <i>Our Town</i> project.	Art Easel	Children draft house and building plans.	Blocks	Children build inspired by <i>The Little Red Fort</i> .
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Art Easel	Children draft house and building plans.						
Blocks	Children build inspired by <i>The Little Red Fort</i> .						

	Dramatization	Children act out scenes from <i>The Little Red Fort</i> .
	Library & Listening	Children research what building materials are used in the classroom.
	Science & Engineering	Children make plywood.

Notes

Name _____

Date:

Characters and Setting:

Sequence of Events (Include a **problem** and **resolution**):

Beginning

Middle

End

WEEK 6 Day

Art Studio: Design Studio 3

Small Groups are introduced.

The Planning Group creates a master plan and proposes it to the whole group.

*This lesson takes place during the Intro to Centers, Centers, and 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 Boston 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	<ul style="list-style-type: none"> ● Small Group Planning Sheet Create groups. Recreate the small group assignments on chart paper so it is visible to the children. ● The Boys’ City slides ● Our Boston Individual Plan sheet, from Week 5 Before the Intro to Centers, look over the plans. Note emerging trends in children’s ideas. Select a few (5-6) to bring to the Intro to Centers. Select a few plans to add to the Vision Boards. ● chart paper, several pieces ● chart markers
Intro to Centers	<i>Last week, we decided that _____ would make our city fairer and more interesting. In looking at the Engineering and Design Process, we have ‘asked’ and ‘imagined.’ It is now time to move to the next step of the process - we need to ‘plan’ for constructing our model. This week, we will create a master plan.</i>

	<p><i>Working in groups can lead to great ideas, but it can also be hard. To help us get better at working together, I want to share a story of three children who worked together to make a plan for their city.</i></p> <p>Show The Boys' City slides.</p> <p><i>What did you notice in the story that helped the boys work together? What ideas about working together does this story inspire for us?</i></p> <p>Harvest a few responses.</p> <p><i>In response to the _____ [important figure]'s letter, we will create one class model of _____. Let's look at our individual plans from last week.</i></p> <p>Invite the children to sit in a circle. Place a few selected Individual Plans on the ground. Read some ideas aloud. Allow time for reactions. Chart a few common themes and ideas.</p> <p><i>Like the three children in the Reggio story, we'll be working in small groups over the next few weeks.</i></p> <p>Show the list and share how the small groups will work together over the next several weeks. Explain that the first group will meet this week, other groups will meet in the weeks to follow. Note children's reactions. If children are interested in being part of other groups, connect with children later to discuss these possibilities.</p> <p><i>This week, the Planning group will make a master plan based on the ideas from our individual plans. Once the Planning Group is ready, they will share the plan at a Thinking and Feedback meeting.</i></p> <p><i>Planning Group, please meet me in the Design Studio during Centers!</i></p>
<p>During Centers</p>	<p>Bring the chart from the Intro to Centers to the Design Studio.</p> <p>The Planning Group works together to make a master plan on a chart paper. Remind children to access the individual plans, the chart, and the vision boards for ideas. Circle back to the learnings from the Reggio story; encourage children to talk about their ideas and help one another. Allow time for the group to work together without adult assistance and check in periodically.</p> <p>The Planning Group may work through several drafts over the course of a couple of days before they are ready to share with the whole group.</p> <p>If some children were not satisfied with their small group assignment,</p>

	connect with them individually during Centers (or sometime during the course of the day).
Facilitation	<ul style="list-style-type: none"> ● How can you represent that idea in our master plan? ● Tell me more about this part. ● What is helpful about working together? What connections are you making with <i>The Boys' City</i> story? ● How can we make this part more clear? ● What other details should we add? ● What is your inspiration?
Thinking and Feedback	The Planning Group proposes the master plan to the whole group and receives feedback. The whole group discusses materials needed.
Standards	<p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SEL Competencies and Skills. Social Awareness. Showing Empathy (Boston)</p> <p>SEL Competencies and Skills. Relationships Skills. Effectively communicating (Boston)</p> <p>SEL Competencies and Skills. Decision Making. Identifying values, choices and decisions (Boston)</p>

Notes:

Our Town Small Group Planning Sheet

Pre-assign the members of these groups and task each group with specific roles. Place children in groups according to their documented interests, skills, and social interactions. Ensure that each child is a part of at least one small group. Propose the groups to the children and ask for their feedback. Allow for fluidity.

These are suggested groups. Adjust groups, as needed.

Recreate the small group assignments on chart paper so it is visible to the children.

Small Group	Children	Task(s)	Other notes
Planning		Drafts the master plan for the model.	
Feedback		Provides feedback throughout the project.	
Building		Builds the model.	
Decoration		Paints the model. Adds details to the project.	
Labeling		Labels parts of the project.	
Presentation		Shares the project with an audience.	

WEEK 1 Day 6

Art Easel: Constructing a Painting 1

Children engage in the Design and Engineering process to construct a painting.

Big Idea	Construction can be defined as the creation of products, including physical structures and works of art such as stories, dances, theatrical performances, and songs. The construction process can be similar across domains.
Guiding Question	What processes help people construct structures, ideas, and works of art? Where do people find inspiration for building, creating, and composing?
Vocabulary	construct: to build or make something inspire: to have an idea, based on something else seen or heard subject: the idea of the art, or what the artwork is about
Materials and Preparation	<ul style="list-style-type: none"> ● Constructing a Painting Planning Sheet, 1 per child ● Using the Engineering Design Process to Construct a Painting slides ● smocks/aprons ● easel paper ● paint, a variety of colors ● brushes, various sizes ● pencils and/or black ink thin markers ● painting tools such as Q-tips, sponges, rollers, etc. ● images depicting some topics of interest <p>Bring the following to the whole group meeting area for the Intro to Centers: Constructing a Painting Planning Sheet, slides, a few painting tools</p>
Intro to Centers	<p><i>We have been thinking a lot about the Design and Engineering Process. This week and next, we will engage in this process to construct a painting at the easel. You've been painting all year long and already know a whole lot about making pieces of artwork. We followed a similar design process last week and also when we created our self portraits.</i></p> <p>Show the slides. Talk through each of the steps and provide time for</p>

	<p>children to share their experiences and connections. Make connections to the self portrait project from several weeks ago.</p> <p>Show the slides again and this time, talk through and model each step of the process.</p> <p><i>I would like to construct a painting this week. Let me show you what I might do. First I will take time to think about what I might want to express.... I think I would like to make a painting of _____ [insert something familiar to the children such as a pet or the principal or the school]. The _____ will be my subject, what the painting is about. To get inspiration, I might look at _____.</i></p> <p>Model the use of a planning sheet. When discussing the colors, remind children that they can mix colors to get their desired results. When talking about the tools, show children the different painting options. Do not complete the bottom portion.</p> <p><i>During Centers this week, you will construct a painting by ‘asking,’ ‘imagining,’ ‘planning,’ and ‘creating.’ Next week, we will ‘improve’ our paintings. You can work independently or as a team.</i></p>
During Centers	<p>Children construct paintings at the easel by engaging in the design process.</p> <p>During the ‘ask’ and ‘imagine’ steps, support children with thinking about and looking for inspiration. Encourage and support the ‘research’ of their subjects. For instance, if a child decides to paint a friend, encourage the child to look closely at the friend. If a child wants to paint a horse, provide resources for the child to look to.</p> <p>When planning, children will write about or sketch their ideas. They will consider the colors they may need and also which painting tools to use. They will not complete the bottom portion yet.</p> <p>Encourage children to slow down during this process. Prompt the children to think about each step and provide resources when possible. Perhaps children will engage in the planning on one day and create the painting the next day. Encourage children to collaborate with their peers.</p>
Facilitation	<ul style="list-style-type: none"> ● What do you feel inspired by? ● What is important for you to express? ● What else do you need to know about your subject? ● What colors will you need for your painting? How can you create that tone? ● What shapes will you include?

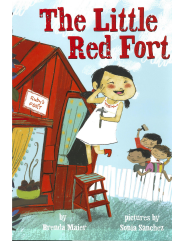
	<ul style="list-style-type: none">● How could this picture inspire your painting?● How does working as a team help you with your painting?
Standards	SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups. SL.4..K Speak audibly and express thoughts, feelings, and ideas clearly. SEL. Relationships Building. Teamwork (Boston)

Notes

Constructing a Painting Planning Sheet

Name: _____

What do I want to paint? (words or sketch)
What colors will I need? (words or color samples)
What tools will I need? (words or sketch)
Name of Reviewer: _____ Feedback: (words or drawings or dictation)



Blocks: Inspired by *The Little Red Fort* 1

Children begin to make plans for forts or treehouses.

<p>Big Ideas</p>	<p>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.</p> <p>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.</p>
<p>Guiding Questions</p>	<p>What process helps you construct structures, ideas, and works of art? What do you feel inspired to build, create, or compose, and what materials and tools do you need to complete this project?</p>
<p>Vocabulary</p>	<p>structure: something that is built fort: a strong building; a place with a wall or fence around it treehouse: a structure built in the branches of a tree</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● paper, various sizes ● writing tools ● clipboards ● varied blocks, including unit, foam, hollow, etc. ● Beautiful Stuff ● fabric, old sheets, or towels ● pillows ● ipad, or other technology to document ● <i>The Little Red Fort</i>, Brenda Maier ● <i>Homes Around the World</i>, Max Moore ● images of forts and tree houses ● Engineering Design Process visuals <p>Decide what would work in your classroom: a classroom fort that children</p>

	can access or small versions of tree houses and forts.
Intro to centers	<p><i>We have been learning about different kinds of homes and structures that people build. This week we are reading The Little Red Fort where we meet a little girl determined to build her own idea. What kind of structure is Ruby trying to build?</i></p> <p>Harvest a couple of responses.</p> <p><i>That's right she is building a fort. Sometimes people build forts inside and sometimes they build them outside the way Ruby is doing. Sometimes when forts are built in trees, they are called treehouses.</i></p> <p>Show the images.</p> <p><i>What do you notice about these images?</i></p> <p>Harvest some responses.</p> <p><i>This week in Blocks, you can start creating plans for how to build a fort or a tree house.</i></p> <p><i>(option1) We are going to create a classroom fort in blocks!</i></p> <p><i>(option 2) We are going to create models of treehouses and forts. You can begin by following the engineering and design process: ask yourself what you are trying to do. Look at the images of forts and treehouses to research ideas. Sketch your plan.</i></p> <p>Model the steps.</p> <p><i>Share your plans with each other and work together. Next week, we will think about what materials to use and begin constructing.</i></p> <p>If the plan is for children to build models, invite them to consider a combination of blocks and beautiful stuff. If the plan is to create a classroom fort invite them to consider the use of fabric, pillows, etc.</p>
During centers	Support children to follow the steps for the Engineering and Design process as they begin this project. Remind them to look at the images to get ideas and encourage them to work together as they sketch their plans. As they think about their plans, guide them to consider and note the kinds of materials they might use for construction.
Guiding Questions	<ul style="list-style-type: none"> ● What would you like to create a fort or a treehouse? Why? ● What inspired you? ● How does planning help you organize your ideas? ● What materials are you planning to use? Why? ● How are you making decisions together?
Standards	<p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SEL: Relationship Skills: Teamwork (Boston)</p>

	SEL: Relationship Skills: Collaborative problem-solving (Boston)
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Notes

Forts and Tree Houses



<http://kidfun.com.au/build-an-indoor-fort/>

Centers U3 W6



<https://childhoodbynature.com/design-a-stick-fort/>

Centers U3 W6

Focus on K2/ K for ME | Boston Public Schools Early Childhood Department P-2/ Maine Department of Ed



<https://www.loveyourlandscape.org/expert-advice/little-landscapers/kid-friendly-play-space/8-creative-backyard-forts-and-treehouses-fit-for-all-ages/>

Centers U3 W6

Focus on K2/ K for ME | Boston Public Schools Early Childhood Department P-2/ Maine Department of Ed



<https://sebringdesignbuild.com/kids-treehouse-design-ideas/>

Centers U3 W6



<https://sebringdesignbuild.com/kids-treehouse-design-ideas/>

Centers U3 W6



<https://www.hgtv.com/outdoors/outdoor-spaces/treehouses-for-kids-and-adults-pictures>

Centers U3 W6

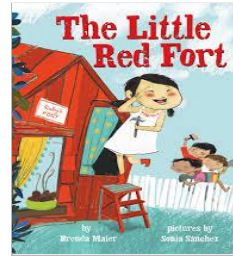
Focus on K2/ K for ME | Boston Public Schools Early Childhood Department P-2/ Maine Department of Ed



<https://www.hgtv.com/outdoors/outdoor-spaces/treehouses-for-kids-and-adults-pictures>

Centers U3 W6

Focus on K2/ K for ME | Boston Public Schools Early Childhood Department P-2/ Maine Department of Ed



Dramatization: Acting Scenes from *The Little Red Fort*

Children act out *The Little Red Fort*.

Big Ideas	<p>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.</p> <p>People’s perspectives depend on culture, history, location, age, and personal views or ideas. All perspectives are valid. Stories help us experience different perspectives.</p>
Guiding Questions	<p>What process helps you construct structures, ideas, and works of art? What do you feel inspired to build, create, or compose, and what materials and tools do you need to complete this project?</p>
Vocabulary	<p>fort: a building protected with a strong wall around it satisfied: pleased, contented huddle: get together to have a conversation or make a plan aroma: a nice smell gather: collect fair: when everyone gets what they need</p>
Materials and Preparation	<ul style="list-style-type: none"> ● paper, various sizes (including one piece of chart paper for the introduction to the center) ● writing tools ● clipboards ● varied blocks, including unit, foam, hollow, etc. ● Beautiful Stuff ● fabric, old sheets, or towels ● scissors

	<ul style="list-style-type: none"> ● pillows ● Ipad, or other technology to document ● <i>The Little Red Fort</i>, Brenda Maier
Intro to Centers	<p><i>This week we are reading The Little Red Fort by Brenda Meier where we meet Ruby, a little girl determined to build her own idea. What is she trying to build? Does she have any help? Why?</i></p> <p>Show some of the pages of the book to support children with their answers, if needed. Harvest a couple of responses and write them on chart paper.</p> <p>Invite children to Think, Pair, Share: <i>How does the book end?</i></p> <p>Show some of the pages to support children with their answers, if needed. Harvest a couple of responses.</p> <p><i>This week in Dramatization you will act out scenes from The Little Red Fort.</i> <i>Maybe you would like to be Ruby and build a fort.</i></p> <p>Show some of the blocks and Beautiful Stuff materials and pretend to build a structure.</p> <p><i>Or you would like to be one of her brothers ("No way, I'm too busy!") or another one of the characters in the story.</i> <i>I will add the book to the Center for you to reference and I will add the chart with your thoughts as well so you can refer to it.</i></p>
During Centers	<p>Children act out scenes of their choice. Remind them to look at the text for inspiration and encourage them to work together as they sketch their plans and decide on the characters and scenes to play. Children can also recreate the setting. As they think about their plans, guide them to consider and note the kinds of materials they might use for construction.</p> <p>As children enact scenes, talk with them to support connections to the text(s) and to their own experiences. Supply relevant vocabulary and probe for information about children’s experiences with and feelings about wanting to do something and not receiving help, about fairness and caring about others.</p> <p>Take photos or record video of children setting up and playing in the center. Take notes on their statements and questions, and use this documentation to engage them in deeper conversations.</p>
Facilitation	<ul style="list-style-type: none"> ● What costumes or props do you need in order to act out <i>The Little Red Fort</i>?

	<ul style="list-style-type: none"> ● Are there any other props you would like to make? How could you make that? ● Who do you think in the classroom is an expert at ____ that we can ask for ____ /help with ____? ● What character are you pretending to be? What inspired you? ● How did you decide to be this character in the book? ● How does acting this part out make you feel? Why? ● Is there another way you would like to perform this piece? Why? What will you need for that? ● Why do you think Ruby wanted to play by herself in the fort at first? ● Why do you think she changed her mind later in the story? What made her change her mind? ● How did Ruby show caring for her brothers?
<p>Standards</p>	<p>RL.K.2. With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3. With prompting and support, identify characters, setting, and major events in a story.</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>L.K.6. Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts.</p> <p>K.T1.3. With prompting and support, give examples from literature and informational texts read or read aloud of characters who show authority, fairness, caring, justice, responsibility, or who show how rules are created and followed.</p> <p>SEL: Relationship Skills: Teamwork</p> <p>SEL: Relationship Skills: Identifying values, choices and decisions</p>

<p>Notes</p>

WEEK 6 Day

Library & Listening: Classroom Research 1

Children research what materials their peers are using in Centers.




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	How do people use different tools and materials for different purposes?
Vocabulary	research: to get information about something
Materials and Preparation	<ul style="list-style-type: none"> ● research template, 1 copy per child ● clipboards Attach the research template to the clipboards. ● aper ● sticky notes ● writing tools ● ipad or tablet (to document)
Intro to Centers	<p><i>You have been doing lots of research to get ideas about construction. What are some of the topics you have researched?</i></p> <p>Harvest a couple of reponses.</p> <p><i>This week we are reading “The Little Red Fort” and you are building forts and treehouses in some of the Centers. In Library & Listening you can research the materials we are using during Centers. You can use a clipboard with this research template and observe what children are using around the classroom.</i></p> <p>Show template and model how to use it.</p> <p><i>I notice that in the Art Studio there is tape, I am going to write tape. I also see boxes. You can write and sketch what you observe. Part of your research will also be to interview your friends about why they chose certain materials. You can record their ideas by</i></p>

	<i>writing them or by taking a video of their response using the ipad/tablet.</i>
During Centers	As children research the materials used in Centers, support them to use the template. They might need help to write ideas about why materials were chosen, guide them to use the skills they are learning to sound out words and scribe for them when it is helpful. Remind them they could also use the ipad or tablet to video record what they notice and their friends' ideas.
Facilitation	<ul style="list-style-type: none"> ● What are you noticing about the materials used during Centers? ● Why are children using certain materials? ● What inspires you about the materials being used? ● How would you use _____ for your own work?
Standards	<p>W.3.K.b Use a combination of drawing and writing to communicate a topic.</p> <p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p>





Notes

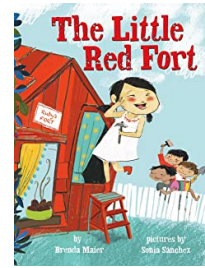
Research Template

Researcher name(s):

Center	Materials used	Why did you choose it?
<p data-bbox="201 509 352 542">Art Studio</p> 		
<p data-bbox="201 807 338 839">Art Easel</p> 		
<p data-bbox="201 1105 302 1138">Blocks</p> 		

Centers U3 W6

<p>Dramatization</p> 		
<p>Discovery Table</p> 		
<p>Science & Engineering</p> 		
<p>Writing and Drawing</p> 		



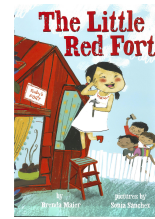
Discovery Table: Sand Forts

Children build forts.

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.
Guiding Question	How do people use different tools and materials for different purposes?
Vocabulary	fort: a building protected with a strong wall around it experiment: to try out ideas
Materials and Preparation	<ul style="list-style-type: none"> ● sand fort slides ● sensory/discovery table, or tabletop tubs ● sand ● small figurines to place inside the sand forts (e.g., Lego/Duplo people, small animal figurines, child-created people, etc.) ● small shovels ● carving tool: plastic spoon/knives, or spatulas, or rounded pastry knife ● buckets, or bowls, or cups of various sizes ● funnel ● spray bottles filled with water ● small table or chair(s) to place materials on ● dustpan and brush for sweeping sand ● gloves, optional <p>Offer a few of the following materials to enhance building:</p> <ul style="list-style-type: none"> ● craft/popsicle sticks and/or small twigs ● small, flat wooden blocks/planks ● melon baller or ice cream scoop ● small pieces of fabric/leather ● flags

	Bring an example of the figurines to the Intro to Centers meeting.
Intro to Centers	<p><i>We're reading The Little Red Fort by Brenda Maier. Remember that a fort is a building protected with a strong wall around it. We are going to construct forts for the _____ [figurine] in the Discovery Table with sand.</i></p> <p><i>We've had a lot of experience with sand now. What have we discovered about constructing with sand? Turn and talk with a friend.</i></p> <p>Harvest responses. If it does not come up, mention the importance of water in building with sand.</p> <p>Show the sand fort slides. While showing the slides, discuss what the children notice in the different building strategies. Also, support children with making connections (e.g., <i>I remember Melissa showing us how she uses the spatula to carve</i>) or emphasize new learning.</p> <p><i>This week, it will be important for us to consider the design and engineering process as we experiment with constructing sand forts. As you create, it will be critical for us to think about what we can improve. So let's remember to bring our sand forts to the Thinking and Feedback meeting so we can learn new strategies together.</i></p>
During Centers	<p>Children construct sand forts. They will experiment with different strategies. Revisit the slides as their experience with the sand fort building grows. When possible, engage small groups of children in the Thinking and Feedback process during Centers to capture the organic process.</p> <p>Support as the children desire or need new materials.</p>
Facilitation	<ul style="list-style-type: none"> ● What is your inspiration for this fort? ● What strategy will you use to build the walls? ● What's working? ● What other way can you build it? ● How might _____ [another child] help you?
Standards	<p>K-PS2-2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull. Further explanation: Examples of problems requiring a solution could include having a marble or other object move a certain distance, follow a particular path, and knock down other objects. Examples of solutions could include tools such as a ramp to increase the speed of the object and a structure that would cause an object such as a marble or ball to turn. Analyzing and Interpreting Data, Forces and Motion, Defining Engineering Problems, Cause and Effect</p>

Centers U3 W6



Writing & Drawing: Constructing Stories

Children create their own stories.

Big Ideas	<p>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.</p> <p>People’s perspectives depend on culture, history, location, age, and personal views or ideas. All perspectives are valid. Stories help us experience different perspectives.</p>
Guiding Questions	<p>Where do people find inspiration for building, creating, and composing? What processes help people construct structures, ideas, and works of art?</p>
Vocabulary	<p>construct: creating or building fairytale: a pretend story that has been told over time imagine: to picture in your mind</p>
Materials and Preparation	<ul style="list-style-type: none"> ● writing tools ● writing paper with and without lines ● blank paper ● construction paper ● storytelling notebook ● animal stories written by children, from Unit 2 ● <i>The Three Little Pigs</i>, Paul Galdone ● <i>The True Story of the Three Little Pigs</i>, ● <i>The Little Red Fort</i>, Brenda Maier <p>Arrange materials so that children can easily access them. Set out books and images.</p>
Intro to Centers	<p><i>During Read Aloud we have read several texts that are fiction, stories, and fairy tales. Do you remember any of them?</i></p>

	<p>Harvest a few responses</p> <p><i>This week we are reading The Little Red Fort, which is a retelling of the original fairytale: The Little Red Hen.</i></p> <p>Show children the text.</p> <p><i>Sometimes authors retell stories and sometimes they make up new ones. You tell stories all the time during storytelling, we write those down so that we can act them out.</i></p> <p>Show children a sample of the storytelling notebook and remind them of some of the stories they have told.</p> <p><i>During the Animal and Habitat Unit you wrote stories about animals. Do you remember any of the ones you told?</i></p> <p>Harvest some responses and show children samples of their animals' stories.</p> <p><i>This week, you can construct, create, your own stories about anything you want just like you do in storytelling. You can be inspired by fairytales we have read or you can write your own. You can start by imagining, picturing in your mind, what kind of story you want to create.</i></p> <p>Think Pair Share.</p> <p><i>I heard some of you talking about _____ and _____. It sounds pretty imaginative!</i></p> <p><i>You can plan your story out. What will happen first, what happens next, if there is a problem and how it ends. Your stories can be short or long, you can decide. You can be both writer and illustrator and collaborate with other children as you create stories together.</i></p>
During Centers	<p>Invite children to share their ideas with each other and collaborate on the creation of their stories. Guide them to think about the sequence of their story. Remind them to use books and other resources as inspiration. If they need support with writing, start by helping them to use their knowledge of letter/sound correspondence. If children are stuck, encourage them to help each other or support them by scribing words that are challenging.</p>
Facilitation	<ul style="list-style-type: none"> ● How did you decide what your story is about? ● How did you organize your story? ● What happens first in your story? Next? What happens at the end? ● How is the problem in your story resolved? ● What inspired you? ● How are you working with other children to create your story?
Standards	<p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p>

	<p>R.5.K.B Retell key details of text with prompting and support, including the main topic.</p> <p>R.6.K.a With prompting and support, identify characters settings and major events in a story.</p> <p>R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>W.3.K.b Use a combination of drawing and writing to communicate a topic.</p> <p>SEL. Relationships Skills: Teamwork (Boston)</p>
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Notes



Writing Procedure
 Joint Construction: Planning
 Deconstruction: Images

Content Objective	I can explain the role of images in procedures.
Language Objective	I can respond to my classmate’s recommendations for our class procedure.
Vocabulary	<p>audience: an individual or group for whom a piece of writing is composed</p> <p>image: a representation of something in the form of a drawing, photograph, etc.</p> <p>procedure: a genre of writing whose purpose is to give directions to accomplish a goal</p> <p>purpose: the reason for doing or creating something</p> <p>stages: the parts of a piece of writing</p> <p>steps: the actions taken to complete a procedure</p>
Materials and Preparation	<ul style="list-style-type: none"> ● photographs of children’s structures inspired by our town/neighborhood, from Week 1 Blocks, projected for all to see ● Sentence Frames for Discussion chart ● Procedure mentor texts, from Week 5, Day 1 ● “Score and Slip,” from the Week 1 Art Studio ● <i>Yoga Pretzels</i>, Tara Guber and Leah Kalish, Double Boat card (or Boat, if children do not have experience with partner poses)
Opening 1 minute	<p><i>Last week we learned about the purpose and stages of procedure. This week and next we are going to work together to write our own class procedure.</i></p> <p><i>In Blocks, you have been building structures inspired by our town/neighborhood. Other Kindergarten classes are doing the same thing, and they might like to learn from us how to do it. We will</i></p>

	<p><i>write a procedure together to give to another Kindergarten class so they can get ideas for building inspired by Boston. We can also leave our procedure for Kindergarten students to use next year.</i></p>
<p>Joint Construction 13 minutes</p>	<p><i>Let's look at photos of your structures for inspiration. We will choose one to build together and write a procedure giving directions for how to build it.</i></p> <p>Show and briefly discuss the structure photographs.</p> <p>Then, invite children to recommend a structure for the class procedure, providing a rationale for why the class should choose that particular structure. After each recommendation, facilitate a class discussion using the Sentence Frames for Discussion.</p> <p>Decide together which structure to replicate and write about.</p>
<p>Deconstruction 15 minutes</p>	<p>With children seated on the perimeter of the rug, lay out the procedure mentor texts (including "Score and Slip") in the middle of the rug, so that they are visible to all.</p> <p><i>Let's look at the procedures we tried out last week. When you tried out the procedures, did you look at the images, read the words, or both?</i></p> <p><i>Many of you used the images to help. Images are very important in procedures. They help the reader understand exactly what to do.</i></p> <p><i>I'm going to read the steps on one of our yoga cards, and we'll see if we can do the pose without looking at the images.</i></p> <p>If you are using Double Boat, help children find partners. Without showing any images, read the title and steps on the card, while children try to follow along.</p> <p>Briefly reflect on the experience; then repeat the process while showing images.</p> <p>Guide children to reflect on their experiences. Discuss as a class how the images clarify the procedure, making it easier to follow.</p>
<p>Closing 1 minute</p>	<p><i>When we write our class procedure, we will include both images and words.</i></p>
<p>Standards</p>	<p>RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>W.K.2. Use a combination of drawing, dictating, writing to compose informative/explanatory texts that name and supply some information</p>

	about a topic. SL.K.1b. Continue a conversation through multiple exchanges.
Ongoing assessment	Reflect on the whole group discussion. What rationales do children provide for their choice of structure? What do children understand about the role of images in procedure? What are their confusions?

Notes

WEEK 6 Day 2

Writing Procedure
 Joint Construction: Steps Images

Content Objective	With my classmates, I can complete and tell procedure steps.
Language Objective	I can use images to clarify the steps of a procedure.
Vocabulary	<p>image: a representation of something in the form of a drawing, photograph, etc.</p> <p>procedure: a genre of writing whose purpose is to give directions to accomplish a goal</p> <p>steps: the actions taken to complete a procedure</p>
Materials and Preparation	<ul style="list-style-type: none"> ● photograph of structure chosen on Day 1 ● camera ● blocks <p>If possible, prepare to conduct today’s Writing lesson inBlocks.. If not, bring to the meeting area the necessary materials for building the structure.</p>
Opening 1 minute	<i>Yesterday we chose a structure to build together and write a procedure for. Today we are going to build that structure together and take photographs of each step we take to build it. These are the images we will use for the steps in our procedure.</i>
Joint Construction 28 minutes	<p>Show the photograph. Invite the children, particularly those who built the structure during Centers, to orally tell the first step for building the structure. Complete the first step and invite one child to take a photo.</p> <p>Repeat the process of orally telling, constructing, and photographing, until the structure is built.</p>
Closing 1 minute	<i>Today we built a structure together. We told and photographed each step. Tomorrow we will use our photos to write the steps in our procedure.</i>

WEEK 6 Day 3

Writing Procedure
Joint Construction: Steps

Content Objective	With my class I can write the steps in a procedure. (W.K.2)
Language Objective	With my class I can write steps using precise imperative verbs. (L.K.1a, L.K.5c)
Vocabulary	<p>imperative verb: verb that gives directions</p> <p>precise: exact; specific</p> <p>procedure: a genre of writing whose purpose is to give directions to accomplish a goal</p> <p>steps: the actions taken to complete a procedure</p> <p>verb: a word that expresses a physical action, mental action, or state of being</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Procedure anchor chart, from Week 5, Day 1 ● photos from Day 2, printed ● chart paper and tape <p>At the top of the chart paper, write Steps.</p> <ul style="list-style-type: none"> ● pencils ● half sheets of paper, one for each step <p>Children will work in small groups to write directions for a step in the procedure. Consider assigning children to these groups ahead of time. Note that the class will write the first step together, and children should be grouped to write the remaining steps.</p>
Opening 1 minute	<i>Yesterday we built our structure together and photographed each step. Today we will write the words to go with our steps.</i>
Joint Construction 28 minutes	<p><i>First, let's review our photos and put them in order.</i></p> <p>Lay out the photos on the rug and work together to put them in order. Write numbers on the back of each photo to indicate the sequence.</p>

	<p>Tape the first photo to the Steps chart. <i>Next to our first photo, I am going to write "1," for step one.</i></p> <p>Refer to the Procedure anchor chart. <i>Remember, we learned that steps should begin with precise imperative verbs. What could this first step say?</i></p> <p>Harvest several ideas. Choose a response and write the step together, using shared writing.</p> <p><i>Now you will work together in small groups to write the rest of the steps. You will get a half sheet of paper, a pencil, and one of the photos.</i> <i>First you will copy the number from the back of the photo onto the paper.</i> <i>Then say the step out loud.</i> <i>Finally, write a step that matches this photo, beginning with a precise, imperative verb.</i></p> <p>Assign steps to be written by small groups. Distribute writing materials, printed photos, and half sheets of paper. Circulate and support children as they write the steps.</p>
<p>Closing 1 minute</p>	<p><i>Today we wrote the steps in our procedure. Tomorrow we will try out the steps and revise them, to make them even better.</i></p>
<p>Standards</p>	<p>W.K.2. Use a combination of drawing, dictating, writing to compose informative/explanatory texts that name and supply some information about a topic.</p> <p>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.</p> <p>L.K.5c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p>
<p>Ongoing assessment</p>	<p>Review children’s steps.</p> <p>Do the words of the steps match the photographs? Do children choose precise verbs? Do children begin steps with imperative verbs?</p>

Notes



Writing Procedure

Joint Construction: Try and Revise Steps

Content Objective	I can revise a procedure with my class.
Language Objective	With my class I can answer the questions how? and where? to add adverbs to steps.
Vocabulary	<p>adverb: a word or phrase used to describe a verb</p> <p>imperative verb: verb that gives directions</p> <p>precise: exact; specific</p> <p>procedure: a genre of writing whose purpose is to give directions to accomplish a goal</p> <p>revise: to make changes to writing</p> <p>steps: the actions taken to complete a procedure</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Procedure anchor chart, from Week 5, Day 1 ● jointly-constructed steps, from Day 3 ● blocks necessary for building the structure ● <i>Yoga Pretzels</i>, Tara Guber and Leah Kalish, Dragon card
Opening 1 minute	<i>Today we will try out the steps we wrote yesterday, and we will revise them to make them more precise.</i>
Joint Construction 28 minutes	<p>Refer to the Procedure anchor chart.</p> <p><i>When we first learned about procedures, we learned two things about their steps. One is that each step begins with a precise imperative verb. Remember those bossy verbs? Let's review our procedure to make sure each step begins with a precise, imperative verb.</i></p> <p>Review each step to make sure it begins with a precise imperative verb (for example, place, balance). If the step does not begin with a precise imperative verb, work together as a class to revise. For example, have children try out a step beginning with "put" to find a more precise verb.</p>

	<p>Adverbs are other words and phrases that make steps more precise. Show the Dragon card.</p> <p><i>Remember when we tried doing this pose without any adverbs? We didn't know what to do! When we tried it again with the adverbs, they told us how and where to do the actions in each step.</i></p> <p><i>Let's go back to our procedure and add adverbs that describe how and where.</i></p> <p>Read the first step and have children follow it. Pause to decide whether the step includes adverbs that describe how and where to do it. If not, ask children "how?" and "where?" and decide as a class which adverbs to add to make the step more precise. Repeat this process with each step.</p>
<p>Closing 1 minute</p>	<p><i>Today we revised the steps in our procedure, making sure they included precise imperative verbs and adverbs. Tomorrow we will begin to write the materials for our procedure.</i></p>
<p>Standards</p>	<p>W.K.2. Use a combination of drawing, dictating, writing to compose informative/explanatory texts that name and supply some information about a topic.</p> <p>W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>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.</p> <p>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.</p>
<p>Ongoing assessment</p>	<p>Reflect on the whole group work.</p> <p>What do the children understand about the function of precise imperative verbs in procedure? How do they apply that knowledge to reviewing and revising the class procedure?</p> <p>What do the children understand about the function of adverbs in procedure? How do they apply that knowledge to reviewing and revising the class procedure?</p>

Notes

Procedure anchor chart images

language

adjectives that describe how many and what kind



1 clear, medium cup

Writing U3 W6 D5

Unit 3: Construction

WEEK 6

Stations

Station	Activities	Materials Add writing and drawing tools at each station.
Strategic Small Group Instruction	Dedicate the majority of Stations time to strategically targeted small group instruction.	
Reading	Independent and Partner Reading	<ul style="list-style-type: none"> ● collection of high-interest picture books, including on the topic of study (construction)
Pocket Chart	“Construction Worker”	<ul style="list-style-type: none"> ● “Construction Worker” sentence strips ● pocket chart and pointer ● “Construction Worker” on chart ● “Construction Worker” child copies
Listening & Speaking	Talk Time	<ul style="list-style-type: none"> ● Week 6 Talk Time image and prompt ● 1-minute sand timers, optional
	Listen and Respond	<ul style="list-style-type: none"> ● technology for listening to recorded text ● <i>The Little Red Fort</i> recording ● <i>The Little Red Fort</i>, Brenda Maier ● conversation prompts, cut apart
Writing	<i>How a House is Built</i>	<ul style="list-style-type: none"> ● <i>How a House is Built</i>, Gail Gibbons ● writing prompt sheet, one copy for each child
Word Work	Changing Medial Sounds	<ul style="list-style-type: none"> ● Changing Medial Sounds sheets, one for each child
	Say, Tap, Build, Read, and Write	<ul style="list-style-type: none"> ● Say, Tap, Build, Read Sheets, one for each child ● letter tiles
	Read, Build, Write Trick Words	<ul style="list-style-type: none"> ● Read, Build, Write Sheets, one for each child ● magnetic letters or letter tiles
	Matching Pictures with Words, short and long u	<ul style="list-style-type: none"> ● Matching Sheets, 5 copies ● Word Cards, 5 sets, cut apart ● Picture Cards, 5 sets, cut apart ● envelopes, one for each set of cards

Talk Time Week 6



String screenshots, images and pictures, Toilet Paper Tubes - Northwestern Early Intervention, 13 Genius Wax Paper Uses, Rubber Band Size Guide, Can mesh produce bags be recycled? - Sustainable Living Stack Exchange



String screenshots, images and pictures, Toilet Paper Tubes - Northwestern Early Intervention, 13 Genius Wax Paper Uses, Rubber Band Size Guide, Can mesh produce bags be recycled? - Sustainable Living Stack Exchange

Listening & Speaking Station: Talk Time U3 W6

Focus on K2/ K for ME | Boston Public Schools Early Childhood Department P-2/ Maine Department of Ed

Look at each of these materials.
What could you construct with them?
Talk about your plan.
What other materials would you need?

Look at each of these materials.
What could you construct with them?
Talk about your plan.
What other materials would you need?

Look at each of these materials.
What could you construct with them?
Talk about your plan.
What other materials would you need?

Look at each of these materials.
What could you construct with them?
Talk about your plan.
What other materials would you need?

The Little Red Fort

What is the problem in this story? How is it resolved?

The Little Red Fort

What is the problem in this story? How is it resolved?

The Little Red Fort








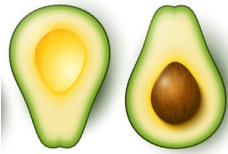


What is the problem in this story? How is it resolved?

Name _____

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

If I can read this,

I can write and read that!

	big		b__g
	pan		p__n
	set		s__t
	pet		p__t
	fan		f__n

Name: _____


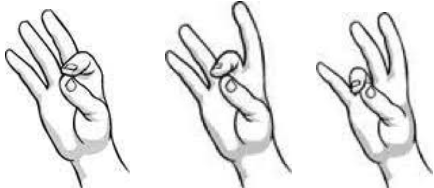


Say	Tap	Build	Read
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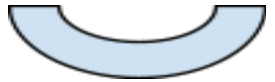
Say the word.


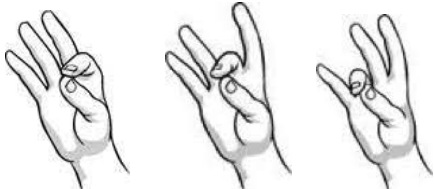


Tap the sounds.

Build the word.


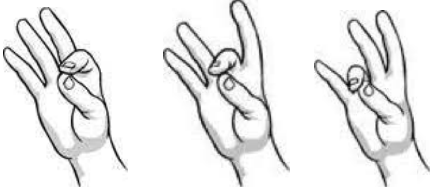










Read the word.

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

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

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






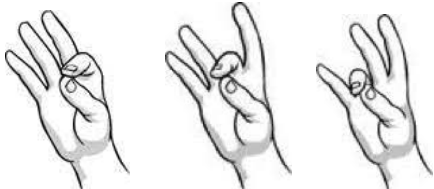



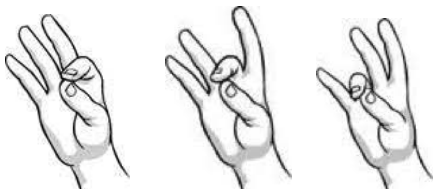


Name: _____

Say It	Tap it	Build it	Read it
			
			
			

Fundations U3 W4, K.RF.2d

Word Work Station U3 W6

Name: _____

Say It	Tap it	Build it	Read it
			
			
			

Fundations U3 W4, K.RF.2d

Word Work Station U3 W6

Name: _____

Write it!



Word Bank



cup



kid



mix



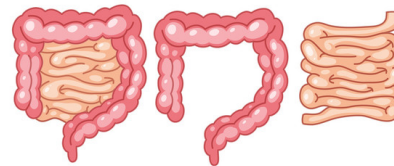
gum



cab



quiz



gut



























pen

Name: _____

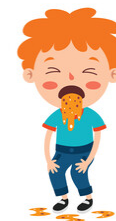
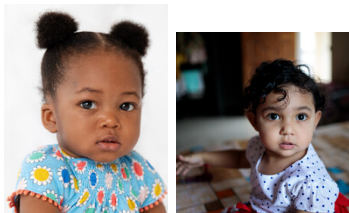
Word Work Station

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

Read the word	Build the word	Write the word
has		 _____  -----  _____  _____
his		 _____  -----  _____  _____
as		 _____  -----  _____  _____

Read the word	Build the word	Write the word
is		 <hr/>  <hr style="border-top: 1px dashed black;"/>  <hr/>  <hr/>
and		 <hr/>  <hr style="border-top: 1px dashed black;"/>  <hr/>  <hr/>
are		 <hr/>  <hr style="border-top: 1px dashed black;"/>  <hr/>  <hr/>

Picture Cards Short and Long Vowel /u/





Word Work Station U3 W6

Word Bank <i>for teacher reference</i>			
cub	cube	tub	tube
cut	cute	puck	puke
fuss	fuse	mutt	mute

Matching Pictures with Sounds Sorting Sheet

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

ū like ūs 	ū like ūse 

<p align="center">“Here Come the Construction Vehicles” Sung to the tune of “The Wheels on the Bus”</p>					
<p>Standards: R.2.K.d R.3.K.a R.3.K.d</p>	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Here comes the backhoe to dig up rocks, Dig up rocks, dig up rocks. Here comes the backhoe to dig up rocks, All around the ground.</p> <p>Here comes the bulldozer to push the dirt, Push the dirt, push the dirt. Here comes the bulldozer to push the dirt, All around the ground.</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Here comes the scraper to smooth the earth, Smooth the earth, smooth the earth. Here comes the scraper to smooth the earth, All around the ground.</p> <p>Here comes the dump truck to dump wood chips, Dump wood chips, dump wood chips. Here comes the dump truck to dump wood chips, All around the ground.</p> </td> </tr> <tr> <td colspan="2" style="text-align: center; padding-top: 10px;"> <p>—</p> <p>Here come the workers to build a playground, Build a playground, build a playground. Here come the workers to build a playground, All around the town.</p> </td> </tr> </table>	<p>Here comes the backhoe to dig up rocks, Dig up rocks, dig up rocks. Here comes the backhoe to dig up rocks, All around the ground.</p> <p>Here comes the bulldozer to push the dirt, Push the dirt, push the dirt. Here comes the bulldozer to push the dirt, All around the ground.</p>	<p>Here comes the scraper to smooth the earth, Smooth the earth, smooth the earth. Here comes the scraper to smooth the earth, All around the ground.</p> <p>Here comes the dump truck to dump wood chips, Dump wood chips, dump wood chips. Here comes the dump truck to dump wood chips, All around the ground.</p>	<p>—</p> <p>Here come the workers to build a playground, Build a playground, build a playground. Here come the workers to build a playground, All around the town.</p>	
<p>Here comes the backhoe to dig up rocks, Dig up rocks, dig up rocks. Here comes the backhoe to dig up rocks, All around the ground.</p> <p>Here comes the bulldozer to push the dirt, Push the dirt, push the dirt. Here comes the bulldozer to push the dirt, All around the ground.</p>	<p>Here comes the scraper to smooth the earth, Smooth the earth, smooth the earth. Here comes the scraper to smooth the earth, All around the ground.</p> <p>Here comes the dump truck to dump wood chips, Dump wood chips, dump wood chips. Here comes the dump truck to dump wood chips, All around the ground.</p>				
<p>—</p> <p>Here come the workers to build a playground, Build a playground, build a playground. Here come the workers to build a playground, All around the town.</p>					
<p>Session 1</p>	<p>Opening: <i>Today we will learn a new song to the tune of a song you might know from when you were younger: “The Wheels on the Bus.” The title of this song is “Here Come the Construction Vehicles.” Which construction vehicles might be in this song?</i></p> <p>Fluency: Teach the song by singing it in its entirety, while tracking print with a pointer and singing with expression. Children will be able to chime in as many lines repeat.</p> <p>Meaning Making: <i>What were the construction vehicles doing? Why?</i></p> <p>Language Conventions: <i>There’s a comma again, like we’ve seen in other poems—it helps us take a break. Here the comma also helps read a repeated phrase.</i> Invite children to echo read the first lines, emphasizing the use of the comma for expressive reading.</p>				

“Here Come the Construction Vehicles”

Sung to the tune of “The Wheels on the Bus”

Standards:

R.2.K.d

R.3.K.a

R.3.K.d

Here comes the backhoe to dig up
rocks,
Dig up rocks, dig up rocks.
Here comes the backhoe to dig up
rocks,
All around the ground.

Here comes the bulldozer to push
the dirt,
Push the dirt, push the dirt.
Here comes the bulldozer to push
the dirt,
All around the ground.

Here comes the scraper to smooth
the earth,
Smooth the earth, smooth the earth.
Here comes the scraper to smooth
the earth,
All around the ground.

Here comes the dump truck to dump
wood chips,
Dump wood chips, dump wood chips.
Here comes the dump truck to dump
wood chips,
All around the ground.

-

Here come the workers to build a playground,
Build a playground, build a playground.
Here come the workers to build a playground,
All around the town.

Session 2

Fluency:

Invite children to echo one stanza at a time, and then sing the song in its entirety.

Phonological Awareness:

We have learned how to stretch out all the sounds in words and to blend the sounds of words together. We can also take sounds away to make new words.

What is the word “ground” without the /g/? [round]

Now say the word “scraper” without /er/ at the end. [scrape]

Say “build” without /d/. [bill]

Letter-Sound Awareness and Phonics:

There are a lot of digraphs in the words in this song. Remember, digraphs are two letters that go together and make one sound.

We know the sounds of three digraphs: “sh,” “ch,” and “th.” Listen for words with digraph sounds as I read it to you.

Invite children to raise a hand when they hear a digraph sound, then highlight the digraph in the written text as you work through the song.

“Here Come the Construction Vehicles”

Sung to the tune of “The Wheels on the Bus”

<p>Standards: R.2.K.d R.3.K.a R.3.K.d</p>	<p>Here comes the backhoe to dig up rocks, Dig up rocks, dig up rocks. Here comes the backhoe to dig up rocks, All around the ground.</p> <p>Here comes the bulldozer to push the dirt, Push the dirt, push the dirt. Here comes the bulldozer to push the dirt, All around the ground.</p> <p style="text-align: center;">-</p> <p>Here come the workers to build a playground, Build a playground, build a playground. Here come the workers to build a playground, All around the town.</p>	<p>Here comes the scraper to smooth the earth, Smooth the earth, smooth the earth. Here comes the scraper to smooth the earth, All around the ground.</p> <p>Here comes the dump truck to dump wood chips, Dump wood chips, dump wood chips. Here comes the dump truck to dump wood chips, All around the ground.</p>
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<p>Session 3</p>	<p>Phonological Awareness: Cover the song so that children do not see the print. <i>You are experts at noticing 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 into a word.</i> Say “/b/-/ī/-/l/-/d/” with a long pause in between each sound. <i>What word is that?</i> [build] Repeat the same exercise with the words “dump,” “smooth,” and “wood.”</p> <p>Fluency: Show the song and invite children to sing the song while one child tracks the print with a pointer.</p> <p>Letter Sound Awareness and Phonics: <i>There is a new digraph in this song, but the sound the digraph makes is one we already know. What sound do you hear at the end of “rock” and “truck?”</i> [/k/] <i>Let’s look at the text to see what letters make the sound /k/?</i> <i>“C” and “k” come together to make the /k/ sound!</i></p> <p>Word Recognition: <i>“Here” is a new high frequency word in this song. What sounds do you hear at the beginning and end of the word “here”?</i> <i>What do you hear in the middle of the word?</i> <i>We hear the e say its name; it makes the long vowel sound.</i></p>
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Extensions	<p>“Change one sound” Game (oral): Say “chip” and invite children to echo the word. Then provide a new beginning sound orally, /sh/, and ask children to say the new word (ship). Then change the final sound with /n/ and invite children to say the new word (shin). Continue to change beginning, final, and medial phonemes to create new words, emphasizing the sounds of digraphs.</p> <p>Vowel sound practice: Say 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.</p>
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Name: _____

Date:

Here Come the Construction Vehicles

Here comes the backhoe to dig up rocks,
Dig up rocks, dig up rocks.

Here comes the backhoe to dig up rocks,
All around the ground.

Here comes the bulldozer to push the dirt,
Push the dirt, push the dirt.

Here comes the bulldozer to push the dirt,
All around the ground.

Here comes the scraper to smooth the earth,
Smooth the earth, smooth the earth.

Here comes the scraper to smooth the earth,
All around the ground.

Here comes the dump truck to dump wood chips,
Dump wood chips, dump wood chips.

Here comes the dump truck to dump wood chips,
All around the ground.

Here come the workers to build a playground,
Build a playground, build a playground.

Here come the workers to build a playground ,
All around the town.