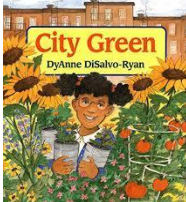


## Unit 4: Our Earth

## WEEK 7 At a Glance

<p>Text</p> 	<p><b>Read Aloud</b></p> <p>Day 1: <i>City Green</i>, Read 1          Day 2: <i>City Green</i>, Read 2          Day 3: <i>City Green</i>, Read 3          Day 4: <i>City Green</i>, Read 4          Day 5: <i>City Green</i>, Read 5</p>
	<p><b>Centers</b></p> <p>Art Studio Table: Sculptures with Recycled Materials (Days 3-5)          Art Studio Easel: Inspired by City Green (Days 2-5)          Blocks: Building Gardens (Days 2-5)          Dramatization: Continue Growing and Preparing Food (Days 1-5)          Library &amp; Listening: Researching Gardens (Days 2-5)          Discovery Table: Harvesting Plants (Days 3-5)          STEM: Continue Investigation 1 Mini Gardens &amp; Investigation 2 Compost          Writing &amp; Drawing: Writing About Trees (Days 1-5)</p>
	<p><b>Writing:</b> Personal Recount Poetry</p>
	<p><b>Phonics:</b> Follow Guide</p>
	<p><b>Stations</b></p> <p>Strategic Small Group Instruction          Reading: Independent and Partner Reading          Pocket Chart: “A Seed Needs”          Listening &amp; Speaking: Talk Time; Listen &amp; Respond (<i>City Green</i>)          Writing: <i>Rainbow Weaver</i>          Word Work: Read, Complete, Write Sentences; Matching Pictures with Words with Digraphs</p>
	<p><b>Shared Reading:</b> “Have a Ball”</p>
	<p><b>Storytelling/ Story Acting:</b> Children dictate stories and act them out.</p>
	<p><b>Math:</b> Follow Guide</p>



lot

<https://penntoday.upenn.edu/news/wading-phillys-vacant-land-morass>



bed

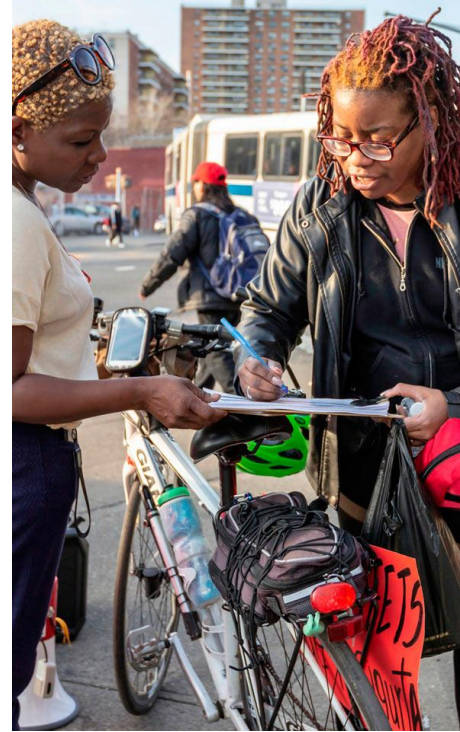
<https://www.architectureartdesigns.com/16-small-flower-gardens-will-beautify-outdoor-space/>

Read Aloud Vocabulary U4 W7



property

[https://en.wikipedia.org/wiki/Franklin\\_Park\\_\(Boston\)](https://en.wikipedia.org/wiki/Franklin_Park_(Boston))

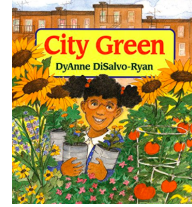


petition

<https://www.bxtimes.com/transalt-petitions-for-safer-boston-road/>

Read Aloud Vocabulary U4 W7

WEEK 7 Day 1



**Read Aloud**

***City Green***

Read 1 of 5

<b>Big Ideas</b>	<p>As caretakers of the earth, people can create and participate in sustainable systems to use natural resources wisely.</p> <p>The natural world can improve people’s quality of life and inspire artistic expression.</p>
<b>Unit Question</b>	<p>In what ways do people, animals and plants depend on and impact the environment?</p>
<b>Guiding Questions</b>	<p>What are sustainable systems, and how do people make responsible decisions for our earth?</p>
<b>Content Objective</b>	<p>I can use key details from the text to retell the main events in <i>City Green</i>. (R.5.K.a, R.5.K.b)</p>
<b>Language Objective</b>	<p>Through discussion I can explore nuances in key words and phrases in the text. (L.5.K)</p> <p>I can orally express my ideas and thoughts clearly. (SL.4.K)</p>
<b>Vocabulary</b>	<p><b>lot:</b> a piece of land OR a large amount</p> <p><b>bed:</b> an area of ground used for plants and flowers</p> <p><b>property:</b> a thing or things belonging to someone</p> <p><b>petition:</b> a written request by many people that is made to a person in authority</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>• <i>City Green</i>, Dyanne DiSalvo-Ryan</li></ul> <p>Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the page that begins “There used to be...”</p>

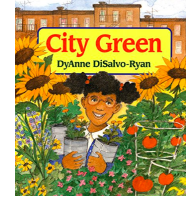


	<ul style="list-style-type: none"> <li>● <i>City Green</i> vocabulary cards</li> </ul>
<b>Opening</b>	<p>Introduce the text and set a purpose.</p> <p><i>We have been learning about how people can be caretakers of the Earth and how we can help to protect our environment. Our environment is the world around us. Sometimes our environment can be as big as the rainforest in The Great Kapok Tree and sometimes it can be as small as the yard at our school.</i></p> <p><i>Today we will read a realistic fiction book called City Green, written by Dyanne Disalvo-Ryan. After this first read, we'll retell the most important events from the story.</i></p>
<b>Text and Discussion</b> 12 minutes  page 1	<p><i>A <b>lot</b> is a small piece of land used to build on.</i></p>
page 6	<p><i>Marcy says, "That's when we decide to do something about this lot." What do you think they might do?</i></p> <p>Invite a few predictions from children. Facilitate the conversation toward connecting the "something" to the dirt and the cans. Point out the text, "like one big coffee can," if needed.</p> <p><i>What does Old Man Hammer mean that the lot is city <b>property</b>?</i>  Harvest children's ideas then provide a definition and explanation.</p>
page 9	<p><i>When you <b>rent</b> a building or a piece of land, you sign something called a lease and you agree to make payments to use the building or piece of land. You can rent a house or an apartment.</i></p>
page 12	<p>After finishing the page, hone in on a line.</p> <p><i>I'm going to read that line again: "Marcy," she says, "you're making something happen here." Think about what we have read so far and take a look at this picture. What does Marcy's mom mean?</i></p> <p>Invite 1-2 responses. Facilitate the conversation toward the idea of all of the neighbors helping and working together to make something out of the old lot.</p>
page 22	<p><i>A <b>bed</b> here means a small area or pile of dirt used for planting something.</i></p> <p>Refer to the vocabulary card.</p>
page 29	<p><i>Old Man Hammer says, "Marcy, child - this lot was good for nothin'. Now it's nothin' but good." What does he mean?</i></p>

	Harvest several responses. Facilitate the conversation toward the understanding that Marcy helped turn something bad, or unwanted, into something good.										
<b>Key Discussion and Activity</b> 6 minutes	<p>Invite children to Turn and Talk to retell the story events. <i>Turn and talk to a friend and work together to retell this story using the words, First, Then, and Finally. Partner A will tell the first event, then Partner B the next event, and so on.</i></p> <p>Back in the whole group, construct the retell from multiple children to solidify the key events. [First, there was an empty lot with dirt. Then the people worked to clean it up. Finally there was a big garden.]</p>										
<b>Closing</b> 1 minute	<i>Now that we have an idea of who is in this story and what happens in the story, we can dig deeper into parts of the story. Tomorrow we will talk about the big problem and why it is a problem.</i>										
<b>Standards</b>	<p><b>R.5.K.a</b> Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p><b>R.5.K.b</b> Retell key details of text with prompting and support, including the main topic.</p> <p><b>L.5.K</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p><b>SL.4.K</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>										
<b>Ongoing assessment</b>	<p>Observe and listen to children’s discussion during the partner and whole group share.</p> <p>Do children use precise language/vocabulary from the text?</p> <p>Do children retell the key events of the story?</p> <p>Do children use transition words that demonstrate they understand the order of events? (first, then, next, finally, at the end...)</p> <p>Do children speak in coherent, clear and complete sentences?</p> <p>Do children listen to and respond to their peers?</p>										
<b>Center Activities</b>	<table border="1"> <tr> <td><b>Art Table</b></td> <td>Children create sculptures with natural materials.</td> </tr> <tr> <td><b>Art Easel</b></td> <td>Children paint inspired by <i>City Green</i>.</td> </tr> <tr> <td><b>Blocks</b></td> <td>Children build gardens.</td> </tr> <tr> <td><b>Dramatization</b></td> <td>Children continue to act out scenes from unit stories.</td> </tr> <tr> <td><b>Library &amp; Listening</b></td> <td>Children research gardens.</td> </tr> </table>	<b>Art Table</b>	Children create sculptures with natural materials.	<b>Art Easel</b>	Children paint inspired by <i>City Green</i> .	<b>Blocks</b>	Children build gardens.	<b>Dramatization</b>	Children continue to act out scenes from unit stories.	<b>Library &amp; Listening</b>	Children research gardens.
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	<b>Discovery Table</b>	Children harvest.
	<b>STEM</b>	Children care for their Mini Gardens and Compost
	<b>Writing &amp; Drawing</b>	Children write about trees.

**Notes**



**Read Aloud**  
***City Green***  
 Read 2 of 5, Pages 1-12

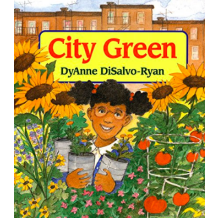
<b>Big Ideas</b>	<p>As caretakers of the earth, people can create and participate in sustainable systems to use natural resources wisely.</p> <p>The natural world can improve people’s quality of life and inspire artistic expression.</p>
<b>Unit Question</b>	In what ways do people, animals and plants depend on and impact the environment?
<b>Guiding Questions</b>	What are sustainable systems, and how do people make responsible decisions for our earth?
<b>Content Objective</b>	<p>I can identify the story’s setting and important characters. (R.6.K.a, R.6.K.b)</p> <p>I can use details from words and illustrations to describe and analyze the problem in the story. (R.6.K.a, R.6.K.b, R.11.K.a, R.11.K.c)</p>
<b>Language Objective</b>	I can listen to my peers and express my thoughts clearly in a triad discussion. (SL.1.K.a, SL.4.K)
<b>Vocabulary</b>	<p><b>lot:</b> a piece of land OR a large amount</p> <p><b>bed:</b> an area of ground used for plants and flowers</p> <p><b>property:</b> a thing or things belonging to someone</p> <p><b>petition:</b> a written request by many people that is made to a person in authority</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>City Green</i>, Dyanne DiSalvo-Ryan</li> <li>● <i>City Green</i> vocabulary cards</li> <li>● Triad, Triad, Share chart, from Week 1, Day 1</li> </ul>



	<p>Prepare heterogenous triad groups and write them out on the whiteboard for children to reference.</p> <ul style="list-style-type: none"> <li>• chart paper</li> </ul> <p>Prepare the following Story Elements chart.</p> <table border="1" data-bbox="500 338 1360 974"> <tr> <th colspan="2" data-bbox="500 338 1360 405">Story Elements</th> </tr> <tr> <td colspan="2" data-bbox="500 405 1360 472"><i>City Green</i>, by DyAnne Disalvo Ryan</td> </tr> <tr> <td colspan="2" data-bbox="500 472 1360 539"><b>Orientation:</b></td> </tr> <tr> <td data-bbox="500 539 930 636">Characters</td> <td data-bbox="930 539 1360 636">Setting</td> </tr> <tr> <td colspan="2" data-bbox="500 636 1360 703"><b>Sequence of Events:</b></td> </tr> <tr> <td data-bbox="500 703 930 835">Problem</td> <td data-bbox="930 703 1360 835">Resolution</td> </tr> <tr> <td colspan="2" data-bbox="500 835 1360 974"><b>Message:</b></td> </tr> </table>	Story Elements		<i>City Green</i> , by DyAnne Disalvo Ryan		<b>Orientation:</b>		Characters	Setting	<b>Sequence of Events:</b>		Problem	Resolution	<b>Message:</b>	
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Problem	Resolution														
<b>Message:</b>															
<p><b>Opening</b> 5 minutes</p>	<p>Review the text.</p> <p><i>Yesterday we read the realistic fiction book City Green. Who were the important characters in the story and where did the story take place?</i></p> <p>As children share responses, record their ideas on the Story Elements chart under “Characters” and “Setting.”</p> <p>Set a purpose for the lesson.</p> <p><i>Today, we will reread the first half of the story in order to think more deeply about the problem. After we read we’ll discuss the problem in our triads, and record our ideas on our chart.</i></p>														
<p><b>Text and Discussion</b> 6 minutes page 2</p>	<p>Read the first two pages of the story.</p> <p><i>Take a look at the people in this illustration. How do you think they are feeling about the building getting knocked down? Why are they feeling that way?</i></p> <p>Harvest a few responses. Facilitate toward the idea that a part of their neighborhood is gone and there is now a big hole in their neighborhood.</p>														
<p>page 4</p>	<p>Before reading page 4, prepare the children.</p>														

	<p><i>Carefully listen to the words and look at the illustration as I read. Let's see how the author, DyAnne Disalvo-Ryan helps us understand the problem in the story.</i></p> <p>Read page 4 two times.</p> <p><i>What does Marcy mean that the block looks like a big smile with one tooth missing?</i></p> <p><i>What words did the author use to describe the problem?</i></p> <p>As children discuss, listen for reference to the following key details: "Piece of junk land;" "Makes me sad to see it;" "Looks like a big smile with one tooth missing."</p>
page 9	<p><i>Based on the details in the story, what do you think a <b>petition</b> is?</i></p> <p>Harvest ideas. Then provide an explanation and definition by referring to the vocabulary card.</p> <p><i>When a community has a problem they want to solve, a petition can be a useful way to communicate their ideas as a group.</i></p> <p>Read through to the end of page 12 with minimal stopping.</p>
pages 9-10	<p><i>Look carefully at the illustration. How does this illustration help us understand why the community doesn't want the lot to remain empty? [lots of trash, sharp things, they have to wear gloves to clean it up]</i></p>
<p><b>Key Discussion and Activity</b> 8 minutes</p>	<p>Invite children to Think, Triad, Share.</p> <p>Prompt 1: <i>What is the challenge that this community is facing in their neighborhood?</i></p> <p>Invite the "reporter" from each triad to share out and record children's ideas on the Story Elements chart. [The challenge is that there is a big hole in their neighborhood that does not look good or feel safe and they want to fix it up.]</p> <p>Prompt 2: <i>Why do you think the community does not want a vacant lot in their neighborhood?</i></p> <p>During the share, invite children's ideas and connections. Be sensitive to children's personal experiences with vacant lots.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>On page 12 it says, "Now, this time of day is early. Neighbors pass by and see what we're doing. Most say, 'We want to help too.'" Tomorrow we'll think more about what the neighbors will help do and think about how the characters in the book respond to the challenge.</i></p>

<p><b>Standards</b></p>	<p><b>R.6.K.a</b> With prompting and support, identify characters settings and major events in a story.</p> <p><b>R.6.K.b</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>R.11.K.a</b> With prompting and support, describe the relationship between illustrations and the text.</p> <p><b>R.11.K.c</b> With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p><b>SL.4.K</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>																
<p><b>Ongoing assessment</b></p>	<p>Observe and listen to children’s discussion during the triads and whole group share.</p> <p>Do children use precise language/vocabulary from the text?  How do children describe and analyze the problem in the story?  What details do children notice and reference from illustrations?  Do children speak in coherent, clear and complete sentences?  Do children listen to and respond to their peers?</p>																
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WEEK 7 Day 3

**Read Aloud**  
***City Green***  
 Read 3 of 5, Pages 14-29

<b>Big Ideas</b>	<p>As caretakers of the earth, people can create and participate in sustainable systems to use natural resources wisely.</p> <p>The natural world can improve people’s quality of life and inspire artistic expression.</p>
<b>Unit Question</b>	In what ways do people, animals and plants depend on and impact the environment?
<b>Guiding Questions</b>	What are sustainable systems, and how do people make responsible decisions for our earth?
<b>Content Objective</b>	I can use details from words and illustrations to explain how characters respond to a challenge. (R.6.K.a, R.6.K.b, R.11.K.a, R.11.K.c)
<b>Language Objective</b>	I can listen to my peers and express my thoughts clearly in both small and whole group discussion. (SL.1,K.a, SL.4.K)
<b>Vocabulary</b>	<p><b>lot:</b> a piece of land OR a large amount</p> <p><b>bed:</b> an area of ground used for plants and flowers</p> <p><b>property:</b> a thing or things belonging to someone</p> <p><b>petition:</b> a written request by many people that is made to a person in authority</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>City Green</i>, Dyanne DiSalvo-Ryan</li> <li>● <i>City Green</i> vocabulary cards</li> <li>● Triad, Triad, Share chart, from Week 1, Day 1 Prepare heterogenous triad groups and write them out on the whiteboard for children to reference.</li> <li>● Sentence Frame for Discussion Chart, from Unit 2, Week 2, Day 3</li> </ul>

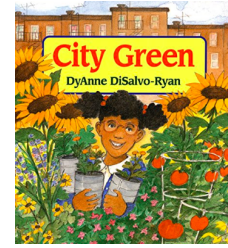


	<ul style="list-style-type: none"> <li>● Story Elements chart, from Day 2 Complete the “Characters,” “Setting” and “Problem” sections.</li> </ul> <p>On the whiteboard, write: <i>Could Marcy have made the community garden all by herself? Why or why not?</i></p>
<p><b>Opening</b> 1 minute</p>	<p>Review the text and set a purpose. <i>Yesterday we thought a lot about the first part of this book where the author explained the challenge, or the problem, to us. Let’s look at our chart to remember the challenge.</i></p> <p>Display and review chart.</p> <p><i>Today, we will think carefully about the second half of the book where we learn how the characters responded to the challenge. We’ll think about how they are caretakers of the Earth.</i></p>
<p><b>Text and Discussion</b> 10 minutes</p> <p>page 14</p>	<p><i>What do you see in the illustration? How is the community responding to the problem? Turn and talk with a partner.</i></p>
<p>page 17</p>	<p><i>I notice that not only are neighbors cleaning up the lot, they are reusing materials they had in order to fix it up! Let’s keep on the lookout for all the ways the neighbors are being caretakers of the Earth.</i></p>
<p>page 21</p>	<p><i>Something really important is happening. What important change has been happening on the last few pages?</i></p> <p>Harvest ideas and prompt children by turning back for a picture walk of key illustrations.</p> <p>Read to the end of the text.</p>
<p><b>Key Discussion and Activity</b> 8 minutes</p>	<p>Invite children to Think, Triad, Share. <i>How did the neighbors respond to and resolve the problem? What steps did they take?</i></p> <p>During the share, prompt children to include details, such as how the community got the things they needed, cleaned up the lot, planted seeds, and worked together.</p> <p>Record children’s ideas in the Resolution part of the Story Elements chart.</p> <p>Gather children back as a whole group and display the Sentence Frames for Discussion chart.</p>

	<p><i>Could Marcy have made the community garden all by herself? Why or why not?</i></p> <p>Prompt children to reference specific details to support their responses.</p>																
<b>Closing</b> 1 minute	<p><i>Tomorrow we'll have a chance to think about one special community member in this story, Old Man Hammer.</i></p>																
<b>Standards</b>	<p><b>R.6.K.a</b> With prompting and support, identify characters settings and major events in a story.</p> <p><b>R.6.K.b</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>R.11.K.a</b> With prompting and support, describe the relationship between illustrations and the text.</p> <p><b>R.11.K.c</b> With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p><b>SL.4.K</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>																
<b>Ongoing assessment</b>	<p>Observe and listen to children’s discussion during the triad and whole group share.</p> <p>Do children use precise language/vocabulary from the text?</p> <p>How do children describe and analyze the resolution in the story?</p> <p>Do children retell key details from resolution?</p> <p>What details do children notice and reference from illustrations?</p> <p>Do children speak in coherent, clear and complete sentences?</p> <p>Do children listen to and respond to their peers?</p>																
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	<table border="1"><tr><td><b>Drawing</b></td><td></td></tr></table>	<b>Drawing</b>	
<b>Drawing</b>			

**Notes**



**Read Aloud**  
***City Green***  
 Read 4 of 5

<b>Big Ideas</b>	<p>As caretakers of the earth, people can create and participate in sustainable systems to use natural resources wisely.</p> <p>The natural world can improve people’s quality of life and inspire artistic expression.</p>
<b>Unit Question</b>	In what ways do people, animals and plants depend on and impact the environment?
<b>Guiding Questions</b>	What are sustainable systems, and how do people make responsible decisions for our earth?
<b>Content Objective</b>	<p>I can use details from the text to describe how a character changes over the course of a story. (R.6.K.a, R.6.K.b)</p> <p>I can analyze important words and phrases in order to get to know a character. (R.7.K)</p>
<b>Language Objective</b>	I can use words and phrases from a book to describe a familiar character. (SL.3.K.a, SL.4.K)
<b>Vocabulary</b>	<p><b>lot:</b> a piece of land OR a large amount</p> <p><b>bed:</b> an area of ground used for plants and flowers</p> <p><b>property:</b> a thing or things belonging to someone</p> <p><b>petition:</b> a written request by many people that is made to a person in authority</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>City Green</i>, Dyanne DiSalvo-Ryan</li> <li>● <i>City Green</i> vocabulary cards</li> </ul>



	<ul style="list-style-type: none"> <li>● Triad, Triad, Share chart, from Week 1, Day 1 Prepare heterogenous triad groups and write them out on the whiteboard for children to reference.</li> <li>● Sentence Frames for Discussion chart, from Unit 2, Week 2, Day 3</li> <li>● Prepare the following chart:</li> </ul> <table border="1" data-bbox="534 373 1321 625"> <thead> <tr> <th data-bbox="534 373 928 443">Old Man Hammer’s Words</th> <th data-bbox="928 373 1321 443">Old Man Hammer’s Actions</th> </tr> </thead> <tbody> <tr> <td data-bbox="534 443 928 625"></td> <td data-bbox="928 443 1321 625"></td> </tr> </tbody> </table> <p data-bbox="427 667 1432 751">On the whiteboard, write: How does Old Man Hammer change in the story?</p>	Old Man Hammer’s Words	Old Man Hammer’s Actions		
Old Man Hammer’s Words	Old Man Hammer’s Actions				
<p data-bbox="191 779 427 856"><b>Opening</b> 1 minute</p>	<p data-bbox="427 779 1432 888">Review the text and set a purpose. <i>We’ve been closely reading the story City Green, by DyAnne Disalvo Ryan.</i></p> <p data-bbox="427 930 1432 1087"><i>Today, we will look back in the book at what Old Man Hammer says and does in different parts of the story in order to help us think about this important character. Then, we’ll discuss the question, How did Old Man Hammer change in the story?</i></p>				
<p data-bbox="191 1115 427 1213"><b>Text and Discussion</b> 10 minutes</p> <p data-bbox="191 1262 427 1297">page 1</p>	<p data-bbox="427 1115 1432 1224">Before reading the page, prepare the children. <i>As we reread this first page, let’s listen for words that help us get to know Old Man Hammer at the beginning of the story.</i></p> <p data-bbox="427 1224 1432 1297">Read the page then invite children to share out the words they heard that showed either what Old Man Hammer said or how he acted.</p> <p data-bbox="427 1297 1432 1371"><i>Yes, we learned that he “hollered, ‘Scram!’” And the author described him as “hard as nails.” What does that tell us about him?</i></p> <p data-bbox="427 1371 1432 1444">Harvest ideas, then chart “Hollered scam” under Old Man Hammer’s words on the chart.</p> <p data-bbox="427 1486 1432 1535">Skip to page 4.</p>				
<p data-bbox="191 1556 427 1591">page 4</p>	<p data-bbox="427 1556 1432 1629"><i>Take a close look at the pictures on these pages and pay attention to Old Man Hammer. How is he acting?</i></p> <p data-bbox="427 1629 1432 1703">Harvest children’s responses and record actions on the chart [watching people in neighborhood; yelling at kids]</p> <p data-bbox="427 1745 1432 1791">Skip to page 9.</p>				
<p data-bbox="191 1812 427 1848">Page 9</p>	<p data-bbox="427 1812 1432 1885"><i>Let’s read the part where Marcy asks Old Man Hammer to sign the petition to rent the lot.</i></p>				

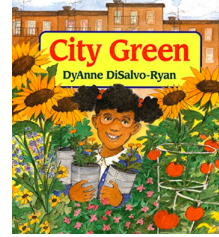
	<p>Read from “In less than a week... to nothin’ is what’s gonna happen.” Chart what he says under “Old Man Hammer’s words. “</p> <p><i>Why do you think Old Man Hammer says this?</i></p> <p>Skip to page 15.</p>
page 15	<p>Read the first paragraph on page 15. Stop after “...swatting a fly”</p> <p><i>What are Old Man Hammer’s actions here?</i></p> <p>Harvest ideas and record under Old Man Hammer’s Actions.</p> <p>Re-read everything recorded on the chart so far.</p> <p><i>So far, what do we know about Old Man Hammer? How would you describe him?</i> [cranky; unfriendly; not nice]</p> <p>Skip to page 21.</p>
page 21	<p>Read all of page 21.</p> <p><i>What did Old Man Hammer do in this part of the story?</i></p> <p>Harvest children’s ideas and record under actions: planted seeds.</p> <p><i>Hmm... does this action match up with the words we just used to describe Old Man Hammer? Let’s keep reading to see what we’re noticing about him!</i></p> <p>Skip to page 26.</p>
page 26	<p>Read all of page 26.</p> <p><i>What did Old Man Hammer say?</i></p> <p>Harvest ideas and record “This lot was good for nothin...”</p> <p>Invite children to look at the picture of Old Man Hammer and Marcy.</p> <p><i>Look at the picture. What is happening here?</i></p> <p>Harvest ideas and record his actions. [smiling; has hand on Marcy’s shoulder]</p> <p>Go to page 29.</p>
Page 29	<p>Read excerpt on page 29 starting with “Old Man Hammer comes every day..” to the end of page.</p> <p><i>What actions should we add to our chart?</i></p>
<b>Key Discussion and Activity</b> 8 minutes	<p>Read through all the words and actions on the chart, then invite children to Think, Triad, Share.</p> <p><i>How did Old Man Hammer change in the story?</i></p> <p>Prompt children to reference specific details from the text and the chart.</p>

	<p>Gather children back as a whole group and display the Sentence Frames for Discussion chart.</p> <p><i>Thinking about what happened in this book, why do you think he was upset and grumpy in the beginning of the story? How had he and his community been treated unfairly?</i></p> <p><i>Why do you think Old Man Hammer changed in the story?</i>  [He was inspired by the garden; he saw everyone working and having fun together and wanted to be a part of it; he started to remember good things about the lot and the building that was there.]</p>										
<p><b>Closing</b> 1 minute</p>	<p><i>Looking at how Marcy and the community inspired Old Man Hammer, I wonder how you all will inspire others with our Capstone project!</i></p>										
<p><b>Standards</b></p>	<p><b>R.6.K.a</b> With prompting and support, identify characters settings and major events in a story.</p> <p><b>R.6.K.b</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>R.7.K</b> With prompting and support, ask and answer questions about unknown words in a text.</p> <p><b>SL.3.K.a</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>L.6.K</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>										
<p><b>Ongoing assessment</b></p>	<p>Observe and listen to children’s discussion during the partner and whole group share.</p> <p>Do children use precise language and key details to discuss Old Man Hammer?</p> <p>Do children clearly describe how the character changed?</p> <p>How do children listen to and build on the ideas of their peers?</p> <p>How do children use vocabulary from the year of K2, particularly when speaking about the concept of community?</p>										
<p><b>Center Activities</b></p>	<table border="1"> <tr> <td data-bbox="451 1465 678 1535"><b>Art Table</b></td> <td data-bbox="678 1465 1406 1535">Children create sculptures with natural materials.</td> </tr> <tr> <td data-bbox="451 1535 678 1604"><b>Art Easel</b></td> <td data-bbox="678 1535 1406 1604">Children paint inspired by <i>City Green</i>.</td> </tr> <tr> <td data-bbox="451 1604 678 1673"><b>Blocks</b></td> <td data-bbox="678 1604 1406 1673">Children build gardens.</td> </tr> <tr> <td data-bbox="451 1673 678 1787"><b>Dramatization</b></td> <td data-bbox="678 1673 1406 1787">Children continue to act out scenes from unit stories.</td> </tr> <tr> <td data-bbox="451 1787 678 1885"><b>Library &amp; Listening</b></td> <td data-bbox="678 1787 1406 1885">Children research gardens.</td> </tr> </table>	<b>Art Table</b>	Children create sculptures with natural materials.	<b>Art Easel</b>	Children paint inspired by <i>City Green</i> .	<b>Blocks</b>	Children build gardens.	<b>Dramatization</b>	Children continue to act out scenes from unit stories.	<b>Library &amp; Listening</b>	Children research gardens.
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	<b>Discovery Table</b>	Children harvest.
	<b>STEM</b>	Children care for their Mini Gardens and Compost
	<b>Writing &amp; Drawing</b>	Children write about trees.

**Notes**





**Read Aloud**  
***City Green***  
 Read 5 of 5

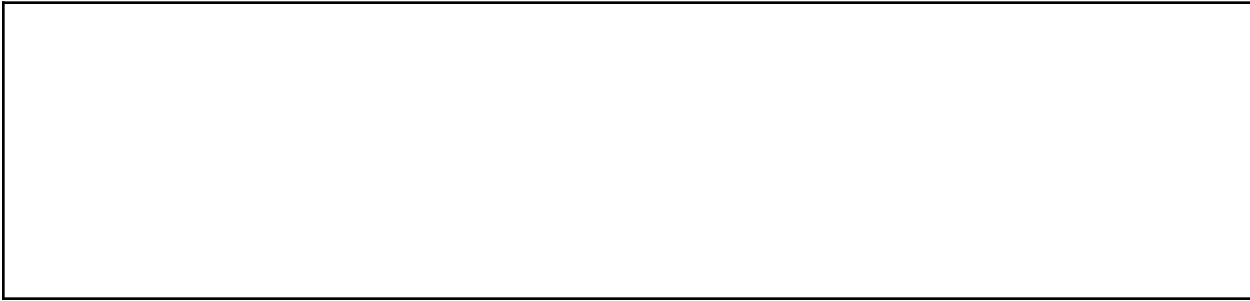
<b>Big Ideas</b>	<p>As caretakers of the earth, people can create and participate in sustainable systems to use natural resources wisely.</p> <p>The natural world can improve people’s quality of life and inspire artistic expression.</p>
<b>Unit Question</b>	In what ways do people, animals and plants depend on and impact the environment?
<b>Guiding Question</b>	What are sustainable systems, and how do people make responsible decisions for our earth?
<b>Content Objective</b>	I can compare two stories in order to describe ways that communities can care for the Earth, especially by reusing materials. (R.11.K.b, R.11.K.d, K-ESS3-3)
<b>Language Objective</b>	I can use vocabulary from texts and the curriculum in a collaborative discussion. (L.6.K)
<b>SEL Objective</b>	I can brainstorm ways to collaborate with my community to care for the earth. (Collaborative Problem-Solving)
<b>Vocabulary</b>	<p><b>lot:</b> a piece of land OR a large amount</p> <p><b>bed:</b> an area of ground used for plants and flowers</p> <p><b>property:</b> a thing or things belonging to someone</p> <p><b>petition:</b> a written request by many people that is made to a person in authority</p>

<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>● <i>City Green</i>, DyAnne DiSalvo-Ryan</li> <li>● <i>Rainbow Weaver</i>, Linda Elovitz Marshall</li> <li>● <i>City Green</i> vocabulary cards</li> <li>● slides for comparing <i>City Green</i> and <i>Rainbow Weaver</i></li> <li>● Triad, Triad, Share chart, from Week 1, Day 1</li> </ul> <p>Prepare heterogenous triad groups and write them out on the whiteboard for children to reference.</p> <ul style="list-style-type: none"> <li>● Unit Question Chart</li> </ul> <p>On the whiteboard, write:  How did the communities in these two texts work together to be caretakers of the earth?</p> <p>How can communities work together to be caretakers of the earth?</p>
<p><b>Opening</b> 1 minute</p>	<p>Review the texts and set a purpose.  <i>We've read two realistic fiction stories over the last couple weeks: City Green and Rainbow Weaver.</i></p> <p><i>Today we'll think about how the communities in each story were caretakers of the earth. We'll use the words similar and different in order to compare the two stories. Then, we'll share our ideas for how communities can be caretakers of the earth, and how we can be caretakers in our classroom community!</i></p>
<p><b>Text and Discussion</b> 9 minutes</p> <p>slide 2</p>	<p>Invite children to echo read the text on the slide.  <i>Let's hold this question in our mind as we revisit some pages from both stories. First, we'll look back at City Green, then we'll look back at Rainbow Weaver.</i></p>
<p>slide 3</p>	<p><i>How did Marcy and Miss Rosa reuse materials as they worked together to plant seeds?</i></p>
<p>slide 4</p>	<p>Show the illustration and read the text.  <i>How did the community work together here?</i></p>
<p>slide 5</p>	<p>Read the text and invite children to closely view the illustration.  <i>How did the community reuse materials as part of fixing up the lot?</i>  Harvest ideas and encourage children to continue to think about how neighbors reuse materials over the next few slides.</p>
<p>slide 6</p>	<p>Show the illustration without reading the text.  <i>What do you notice about the community here?</i></p>
<p>slide 7</p>	<p>Read the text and invite children to closely view the illustration.</p>

	<p><i>How did the community contribute to Ixchel's idea and care for the earth?</i></p> <p>Harvest ideas.</p>
slide 8	<p><i>How was Ixchel supported by her community?</i></p> <p><i>What was similar and what was different about the ways that the characters in City Green and Rainbow Weaver reused materials?</i></p>
<p><b>Key Discussion and Activity</b> 6 minutes</p>	<p>Invite children to Think, Triad, Share.</p> <p>Prompt 1: <i>How did the communities in these two texts work together to be caretakers of the earth? What was similar and what was different?</i></p> <p>Prompt 2: <i>How can communities work together to be caretakers of the earth?</i></p> <p>As children discuss in triads, encourage children to reference specific details from the texts, as well as connect to their life experiences.</p> <p>Gather children back in the whole group after the reporters share out.</p> <p><i>What are some ideas you have about how our community could work together to care for the earth?</i></p>
<p><b>Closing</b> 1 minute</p>	<p><i>Next week we'll read about some caretakers of the Earth here in Boston- some of whom are kids like you!</i></p>
<p><b>Unit Question Chart</b> 3 minutes</p>	<p>Refer to the Unit Question Chart.</p> <p><i>In what ways do people, animals and plants depend on and impact the environment?</i></p> <p>Share any new thinking in response to the question and add it to the chart. Some emerging ideas might include: communities can be inspired by one person taking action; art can be made with recycled materials; we can reuse materials to solve problems; communities can work together to care for the earth by helping out in different ways.</p>
<p><b>Standards</b></p>	<p><b>R.11.K.b</b> With prompting and support, compare and contrast the experiences of characters in two or more familiar texts.</p> <p><b>R.11.K.d</b> With prompting and support, compare and contrast two texts on the same topic.</p> <p><b>L.6.K</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p><b>K-ESS3-3</b> Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.</p> <p><b>Further explanation:</b> Examples of human impact on land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and</p>

	<p>bottles. Examples could also include what we can do to clean public areas (e.g. beaches, parks, lakes, trails, etc.). Obtaining, Evaluating, and Communicating Information, Developing Possible Solutions, Human Impacts on Earth Systems, Cause and Effect</p>																
<p><b>Ongoing assessment</b></p>	<p>Observe and listen to children’s discussion during the triad and whole group share.</p> <p>Do children use precise language and key details when comparing the two stories?</p> <p>Do children accurately describe both similarities and differences?</p> <p>Do children use comparison language?</p> <p>How do children listen to and build on the ideas of their peers?</p> <p>How do children use vocabulary from the year of K2, particularly when speaking about the concepts of community and about reusing materials?</p>																
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<p><b>Notes</b></p>
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## WEEK 7 Day 3

### Art Studio: Sculpture 1

Inspired by nature and an artist, children experiment with and create sculptures from natural materials.

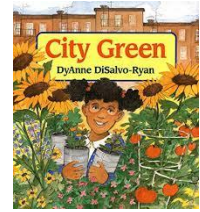
<b>Big Ideas</b>	The natural world can improve people’s quality of life and inspire artistic expression.
<b>Guiding Question</b>	How can the earth inspire artistic expression?
<b>Vocabulary</b>	<b>sculpture:</b> a three-dimensional work of art
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● video: <u><a href="https://www.youtube.com/watch?v=JTnHiOA6a0E">Andy Goldsworthy (1956)</a></u> <a href="https://www.youtube.com/watch?v=JTnHiOA6a0E">https://www.youtube.com/watch?v=JTnHiOA6a0E</a></li><li>● nature sculpture images</li><li>● cardboard pieces Cut various cardboard pieces for children to use as bases for their sculptures.</li><li>● a variety of natural materials (Beautiful Stuff) such as rocks, shells, sticks, acorns, leaves, To inspire children to contribute to the Beautiful Stuff collection, model bringing in interesting items found during your daily routine (e.g., “I found these really cool shaped seeds on my walk home yesterday. I’m going to add them to our Beautiful Stuff collection.”)</li><li>● adhesives for Beautiful Stuff such as liquid glue and/or clear tape Tools such as Q-Tips or paint brushes might make using the liquid glue more accessible for some children. Hot glue might also be desired and should only be operated by an adult.</li><li>● paint and brushes</li><li>● string or wire</li><li>● scissors</li></ul> <p>Organize and display the materials so that children can access them as needed.</p>

	<p>If possible, allow children access to the video (via laptop, tablet, etc.) during Centers.</p> <p>While some images have been provided, it will also be helpful to include additional inspirational images that are familiar to your children. Include these images in the Art Studio.</p> <p>Bring the following to the whole group meeting area for the Intro to Centers: equipment to show video, 1 nature image, some natural materials, 1 cardboard base, glue</p>
<p><b>Intro to centers</b></p>	<p><i>Remember, one form of artwork is that of <b>sculpture</b>. We've done sculpture before. We created animal sculptures when we studied different habitats. Think back to when we sculpted... What important things did we learn? What helped us be successful?</i></p> <p>Invite 2-3 children to reflect and share.</p> <p><i>Nature has inspired us all throughout this unit in the Art Studio. I want to show you how nature has inspired one artist and sculptor. His name is Andy Goldsworthy. We will look at some of his land and nature artwork. Some of these images are sculptures.</i></p> <p>Show the Andy Goldsworthy video. Provide time for children to share their reactions. Select one particular piece to focus the discussion. Provide thinking time.</p> <p><i>What do you notice? What does this work remind you of?</i></p> <p><i>This week we will create sculptures inspired by nature. In the Art Studio, you will find photographs of sculptures you can look at and I'll also leave the Andy Goldsworthy video for you to view again. You will also find our collection of Beautiful Stuff. I've refilled it with natural materials such as these.</i></p> <p>Show the Beautiful Stuff. Model to stacking the materials on the cardboard base.</p> <p><i>How will we adhere all of the materials in your sculpture together?</i></p> <p>Provide time for children's ideas and refer to children's past learnings. Model gluing a couple of the materials together.</p> <p><i>Remember that sculpting is not easy! But talk with one another and keep experimenting. I cannot wait to see your sculptures.</i></p>
<p><b>During centers</b></p>	<p>Children look at nature images and experiment with sculpting using the natural materials.</p>

	<p>Children might choose to build their sculptures before finalizing with adhesives.</p> <p>Children could feel frustration as they attempt to construct their sculptures. Provide time and space for children to engage in trial and error.</p> <p>If children are ready and interested, challenge children to create hanging sculptures.</p>
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● How does this image inspire your work?</li> <li>● How will you represent the ideas with the natural materials?</li> <li>● How did you decide on the materials?</li> <li>● How will you adhere these materials together?</li> <li>● What additional support do you need?</li> </ul>
<b>Standards</b>	<p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p><b>SL.3.K.b</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>VA.K.V.Cr.01 - BOSTON</b> Generate and conceptualize artistic ideas and work. Experiment with a wide variety of both two- and three-dimensional materials, including recycled/repurposed ones after looking at images from several artists who use those materials.</p>

**Notes**





WEEK 7 Day 2

**Art Easel: Inspired by City Green**  
 Inspired by City Green children use paint and pastels to create gardens.

<b>Big Ideas</b>	The natural world can improve people’s quality of life and inspire artistic expression.
<b>Guiding Questions</b>	How can the earth inspire artistic expression?
<b>Vocabulary</b>	<b>lot:</b> a piece of land <b>bed:</b> an area of ground used for plants and flowers
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>City Green</i></li> <li>● garden images and videos</li> <li>● children’s research sheets</li> <li>● smocks</li> <li>● easel paper of different sizes</li> <li>● paints in paint cups in a variety of colors</li> <li>● brushes of various sizes</li> <li>● cups for mixing colors</li> <li>● pastels</li> <li>● Q-tips</li> <li>● sponges</li> <li>● Ipad or laptop</li> </ul> <p>Set up a color mixing station near the easel so that children can choose the colors and brushes they need and have the space to work with a partner. Make the images and videos available.</p>
<b>Intro to Centers</b>	<i>We are reading City Green by DyAnne DiSalvo-Ryan and hearing about how Marcy, with the help of her community, planted a garden in an empty lot, a piece of land. You are also researching gardens.</i>

	<p><i>This week in the Art Studio, you can paint or use pastels to create pictures inspired by City Green.</i></p> <p>Show some of the pages where the garden is growing.</p> <p><i>Here are some other images and videos of gardens that you are also using as part of your research about in the Library &amp; Listening center.</i></p> <p>Select images and/or videos to share with children. <i>Share with a partner what you notice.</i></p> <p>Think, Pair, Share. <i>I noticed some plants growing in pots, some growing right in the ground and some growing in a bed, an area of ground used for plants and flowers.</i></p> <p><i>Think about the colors you need to represent your garden. If you are painting, you can mix colors together to get to just the right shade you need. Talk to a partner about what colors you will need to paint or draw your garden.</i></p> <p>Think, Pair, Share.</p> <p><i>You can use brushes or the Q-Tips if you choose to paint. The Q-Tips might help you to make very thin lines you could use for flower stems.</i></p> <p>Model with a Q-tip.</p> <p><i>Work as a team. You could start by sketching and then painting your garden on the same paper. Help each other mix color and share ideas about the garden you want to represent.</i></p>
<b>During Centers</b>	<p>As children begin working, remind them about using the resources for inspiration, engage them in conversation about their garden ideas. Encourage them to work together sharing paper and tools as they make plans for their painting or drawing.</p>
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● What kind of a garden are you going to represent? What kind of plants grow there? How will you represent them?</li> <li>● How are the gardens in the images inspiring your painting or drawing?</li> <li>● How are you using the paint or pastels? How are you using the brushes or Q-tips?</li> <li>● How does working as a team help you with your painting or drawing?</li> </ul>

<b>Standards</b>	<p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p><b>SL.3.K.b</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>VA.K.1. - BOSTON</b> Use a variety of materials and media, for example, crayons, chalk, paint, clay, various kinds of papers, textiles, and yarns, and understand how to use them to produce different visual effects.</p>
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<b>Notes</b>
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# Gardens



Community Gardens



<https://www.wgbh.org/news/local-news/2020/07/09/in-a-time-of-uncertainty-bostonians-embrace-their-community-gardens>  
<http://seedstock.com/2014/05/27/10-american-cities-lead-the-way-with-urban-agriculture-ordinances/>



## Community Garden

Centers U4 W7

[https://www.greenovateboston.org/join\\_or\\_start\\_a\\_community\\_garden/](https://www.greenovateboston.org/join_or_start_a_community_garden/)



Centers U4 W7

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



# Community Garden

<http://www.uphamscornernews.com/boston-natural-areas-network-bnan-role-in-the-growing-presence-of-community-gardens.html>



## Community Gardens

<https://www.gardeningknowhow.com/special/urban/vacant-lot-gardening.htm>

<https://thenaturalfarmer.org/article/south-street-farm/>



## Garden Beds

Centers U4 W7



<https://www.architectureartdesigns.com/16-small-flower-gardens-will-beautify-outdoor-space/>  
<http://dklandscaping.com/flowers/four-creative-flower-bed-ideas-to-get-you-going/>



Boston Public Garden

<http://www.celebrateboston.com/attractions/public-garden-photos.htm>  
<https://www.thenewburyboston.com/journal/art-all-public-garden>



## Garden Beds

Photos by Marina Boni

Centers U4 W7





Garden beds

Photos by Marina Boni

Centers U4 W7





Flowers growing in pots and beds

Photos by Marina Boni

Centers U4 W7





## Backyard Garden



Photos by Marina Boni

Centers U4 W7



## Gardens Signs

<https://www.swww.com/blog/3-crafty-ways-to-label-your-vegetable-garden/>

Centers U4 W7

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

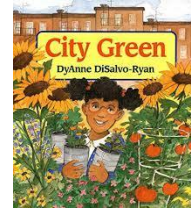




## Gardens Signs

<https://www.dealsan.uk/buy/vegetable-signs>

Centers U4 W7



WEEK 7 Day 2

**Blocks: Building Gardens**

Children work together to build gardens using varied blocks.

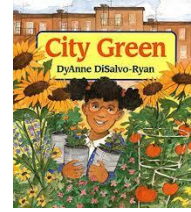
<b>Big Ideas</b>	The natural world can improve people’s quality of life and inspire artistic expression. Plants grow and change over time. They need light, water, and air to live and grow.
<b>Guiding Questions</b>	How can the earth inspire artistic expression? How do plants grow and change over time? What do plants need to survive?
<b>Vocabulary</b>	<b>lot:</b> a piece of land <b>bed:</b> an area of ground used for plants and flowers
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● blocks (unit, hollow foam)</li> <li>● <i>City Green</i></li> <li>● garden images and videos</li> <li>● children’s research sheets, from Library and Listening</li> <li>● varied paper</li> <li>● writing and drawing utensils</li> <li>● Ipad or projector</li> </ul> <p>Organize and set out images, books and slides for inspiration. If possible allow for the children’s gardens to stay up into the following week.</p>
<b>Intro to Centers</b>	<p><i>This week we are reading City Green, by DyAnne DiSalvo-Ryan. What do you remember about what happens in this book?</i></p> <p>Invite a couple of responses.</p> <p><i>That is right, Marcy persuaded her community to make a garden in the vacant lot, a piece of land . You have planted different kinds of seeds. What are you learning about taking care of plants? Talk to a partner.</i></p>



	<p>Think, Pair, Share.</p> <p><i>Just like in City Green, Boston has many different kinds of gardens. Here are some other images and videos of gardens that you are also using as part of your research about gardens in the Library &amp; Listening center.</i></p> <p>Share the slides and name the types of gardens</p> <p><i>What do you notice?</i></p> <p>Engage children in a group conversation about the different gardens.</p> <p><i>I am noticing different kinds of beds, which are areas of ground used for plants and flowers.</i></p> <p><i>This week you are going to use different types of blocks, to construct your own gardens. In the library you are researching different gardens and one of the resources is this video from Ryan’s garden. Let’s see what ideas we get.</i></p> <p>Show the video.</p> <p><i>What ideas do you have after seeing Ryan’s garden?</i></p> <p>Engage children in a conversation about their observations.</p> <p><i>What ideas do you have for what kind of a garden to make and what blocks to use? Talk to a partner.</i></p> <p>Think, Pair, Share.</p> <p><i>So many great ideas! You can have a flower garden, or a vegetable garden, or both!</i></p> <p>Restate some of the ideas. If it did not come up, you could suggest the use of blocks to make the perimeter of a bed.</p> <p><i>As you work collaboratively, you can start by making a sketch of your garden and then figure out which blocks would work best. Help each and share ideas about the garden you want to construct and maybe we can have our own community garden in the blocks!</i></p>
<b>During Centers</b>	<p>Children build gardens. Remind children they could work on a lot all together and that in the lot there could be many different beds.</p>
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● What kind of a garden are you building? What kind of plants are growing in your garden?</li> <li>● Where is your garden located?</li> <li>● How are you going to use the blocks to construct your garden?</li> <li>● How will you take care of the plants growing in your garden?</li> <li>● How does working as a team help you with your painting or drawing?</li> </ul>

<b>Standards</b>	<b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups. <b>SL.3.K.b</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.
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<b>Notes</b>
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WEEK 7 Day 2

**Library & Listening: Researching Gardens**  
 Children research different types of gardens using varied resources.

<b>Big Ideas</b>	Plants grow and change over time. They need light, water, and air to live and grow. Through investigations and research, people learn about the natural world.
<b>Guiding Questions</b>	How do plants grow and change over time? What do plants need to survive? How do people learn about the natural world?
<b>Vocabulary</b>	<b>lot:</b> a piece of land <b>bed:</b> an area of ground used for plants and flowers
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● research sheets, from Week 2</li> <li>● children’s research sheets, from previous week</li> <li>● <i>City Green</i></li> <li>● garden images and videos, from the Art Easel</li> <li>● Ipad or laptop</li> <li>● sticky notes</li> <li>● clipboards</li> <li>● writing utensils</li> </ul> <p>As with previous research children have been engaged in, gather books and images you have collected about recycled art. Set out clipboards with paper, sticky notes, and writing utensils. Set up a laptop or ipad with resources children can look through..</p>
<b>Intro to Centers</b>	<p><i>Last week in Library &amp; Listening you researched recycled art. Here is what you recorded in your research sheets.</i></p> <p>Show and read few sample of children’s work</p> <p><i>What do you notice?</i></p> <p>Invite a few children to share their observations.</p>

	<p><i>This week you are going to research gardens. We are reading City Green and hearing about how Marcy persuaded her community to make a garden in an empty lot, piece of land. Here are some images/videos to get more ideas about different kinds of gardens.</i></p> <p>Choose what to share with children.  <i>What do you notice?</i>  Think, Pair, Share.</p> <p><i>Look through the materials to see what you can find out about gardens, you might notice different types of garden designs and different kinds of plants growing. When you find something interesting and inspiring, you can record it in your research notes sheet. Remember that this sheet has space for lots of things you are researching during this unit, for today you can just use the part about gardens.</i></p> <p>Show the sheet.  <i>What do you want to learn about gardens?</i>  Invite a couple of responses.  <i>I am curious to see what you find out. Make sure to work together, share ideas and help each other by recording information in your research notes.</i>  <i>This research will help you as you work in Blocks and the Art Studio.</i></p>
<b>During Centers</b>	<p>As children look through books/images/videos, support them to think about what they are interested in learning about. Encourage children to collaborate and talk with each other about what they are learning and how they are recording it on the research note sheet. Remind children to consider this research when they work in Blocks and in the Art Studio.</p>
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● Which resources inspire you or give you ideas? Why is this one inspiring? How does it make you feel?</li> <li>● How can these resources help you and other children find out more about gardens?</li> <li>● How are you going to record it in your research note sheet?</li> <li>● What do you want to learn about gardens?</li> </ul>
<b>Standards</b>	<p><b>R.4.K</b> Ask and answer questions with prompting and support about who, what, when, where and how.</p> <p><b>R.5.K.a</b> Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p><b>R.5.K.b</b> Retell key details of text with prompting and support, including the main topic.</p>



WEEK 7 Day

**Discovery:  
Harvesting Plants**

Children harvest their plants.

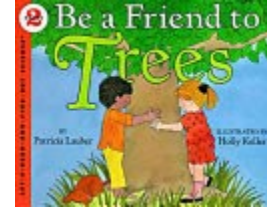
\*Note: Conduct this Center lesson when plants are ready to be harvested.

<b>Big Ideas</b>	Plants grow and change over time. They need light, water, and air to live and grow.
<b>Guiding Question</b>	How do plants grow and change over time? What do plants need to survive?
<b>Vocabulary</b>	<b>harvest:</b> gather the fruits or vegetables from their plants or trees
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● planted Mini Gardens, from STEM Investigation 1</li> <li>● Mini Garden notebooks, from STEM Investigation 1</li> <li>● transplanted beans plants, from Week 6</li> <li>● observational drawings from bean plants, from Week 6</li> <li>● writing and drawing tools</li> <li>● scissors (optional)</li> <li>● bowls or colander(s)</li> <li>● paper towels</li> <li>● gloves, optional</li> </ul> <p>Some children might find it easier to work with soil while wearing gloves.</p> <ul style="list-style-type: none"> <li>● ingredients</li> </ul> <p>Decide on how the children will consume the vegetable. Some ideas include eating raw with a dip or tossing in a salad. Be cognizant of any allergies.</p>

	<p>Bring the following to the whole group meeting area for the Intro to Centers: 1 Mini Garden notebooks, plant, scissors, 1 bowl</p>
<p><b>Intro to centers</b></p>	<p><i>For the last several weeks, we've been taking care of 2 types of plants: our mini gardens and beans. Let's take a look at some of our observational drawings. What did you notice about how the radish plants and bean plants grew over time?</i></p> <p>Show several illustrations. Provide time for children to share their observations.</p> <p><i>And look at our plants today!</i></p> <p>Show the 2 plants.</p> <p><i>Again, as scientists, what do you notice when you look at these 2 plants? What's the same and what is different?</i></p> <p>Invite 2-3 children to share their ideas.</p> <p><i>When you visit the Discovery Table this week, sit down and draw your observational drawings of your 2 plants.</i></p> <p><i>You noticed that the vegetables have grown! We are ready to <b>harvest</b> our vegetables this week. When we harvest vegetables, we pick them off of their stems and gather them.</i></p> <p>Model cutting the vegetables off of the stem with scissors. Then show how to cut the stems without the scissors, using fingertips.</p> <p><i>What do you think you should do after you've harvested your vegetables?... Yes, we should wash them.</i></p> <p>Model.</p> <p><i>Then it will be time to taste the vegetables!</i></p> <p>Model. Show the accompaniments, if relevant, such as dressing.</p>
<p><b>During Centers</b></p>	<p>Remind children to first create an observational drawing.</p> <p>Then children harvest their crops. They then wash their vegetables and taste them. Support children with describing the taste and textures of the vegetables.</p> <p>Encourage children to look back at their notebook data and talk about the process of planting seeds, taking care of the plants, and harvesting their crops.</p>
<p><b>Facilitation</b></p>	<ul style="list-style-type: none"> <li>● What do you know about planting?</li> <li>● How does the _____ taste? Have you eaten _____ before?</li> <li>● Do you eat _____ at home?</li> <li>● What do seeds need to survive and grow?</li> <li>● How did you care for your plant?</li> </ul>

<b>Standards</b>	<p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p><b>SL.3.K.b</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>VA.K.V.Cr.01 - BOSTON</b> Generate and conceptualize artistic ideas and work. Experiment with a wide variety of both two- and three-dimensional materials, including recycled/repurposed ones after looking at images from several artists who use those materials.</p>
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<b>Notes</b>
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WEEK 7 Day

**Writing and Drawing:  
Writing about Trees**

Extended from the Read Aloud lesson, children write and draw about familiar items that came from trees.

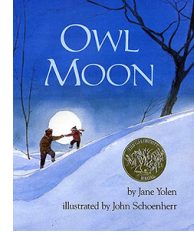
<b>Big Ideas</b>	People, other animals and plants depend on and impact the environment.
<b>Guiding Question</b>	In what ways do people, animals and plants depend on and impact the environment?
<b>Vocabulary</b>	<b>useful:</b> can be used for many things, helpful <b>resource:</b> something that is helpful
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Be a Friend to Trees</i>, Patricia Lauber Flag pages 8-9.</li> <li>● drawing and writing tools</li> <li>● Living Things and How They Depend on Trees chart, from Read Aloud, Week 3, Day 4</li> <li>● paper of different sizes and colors</li> <li>● clipboards, enough for a small group Attach one piece of paper to each clipboard.</li> </ul> <p>Bring the following to the whole group meeting area for the Intro to Centers: <i>Be a Friend to Trees</i>, Living Things and How They Depend on Trees chart, clipboard with paper, writing tool</p>
<b>Intro to centers</b>	<p><i>This week, we are reading Be a Friend to Trees by Patricia Lauber. We read it several weeks ago, in our last unit of study.</i></p> <p>Hold up <i>Be a Friend to Trees</i>. Show pages 8 and 9.</p> <p><i>During our read aloud, we talked about how trees are <b>useful</b>, trees are used to make many different things. How are trees a <b>resource</b> for us? Turn and talk to a partner.</i></p> <p>Refer to the chart. Make connections to the read aloud discussions.</p>



	<p><i>Let's look around our classroom. What things do we see that are made of trees? How do you know these items are made from trees?</i></p> <p>Invite 2-3 responses.</p> <p><i>In Writing and Drawing this week, you will take a clipboard, and take a walk around our classroom. Then you will find 1 item that is made from a tree. You will write and draw about it.</i></p> <p>Model walking around the room and identifying 1 item that is made from trees. Be sure to think aloud while deciding on the item. Touch the time, talk about its weight and texture. Model drawing the item and labeling which parts came from a tree.</p> <p><i>You might do this work by yourself or you may work with a partner. If you decide to work with a partner, be sure to discuss your thoughts with one another.</i></p>
<b>During Centers</b>	<p>Children take a walk around the classroom. They write and draw about items in the classroom that came from trees. They might identify an item that is fully wood (e.g., wooden blocks) or partially wooden (e.g., a wooden tabletop with metal legs).</p> <p>Encourage children to discuss why they think the item is made from wood. Challenge children to think about things that may not be as obvious such as paper and pencils. Remind children to label their work.</p> <p>Support children to both draw and write and to use their foundational skills knowledge to sound out and spell words they want to include.</p>
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● What do you see in the classroom that is made from trees?</li> <li>● How do you know this is made from a tree?</li> <li>● What about this part? Is that made from a tree?</li> <li>● What's the same about your item and her item?</li> <li>● How is this item important to us?</li> <li>● How do we depend on trees?</li> </ul>
<b>Standards</b>	<p><b>SL.1.K a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p><b>SL.3.K.b</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>VA.K.V.Cr.01 - Boston</b> Generate and conceptualize artistic ideas and work. Experiment with a wide variety of both two- and three-dimensional materials, including recycled/repurposed ones after looking at images from several artists who use those materials.</p>

**Notes**

Empty rectangular box for notes.



## Writing Personal Recount

Deconstruction: Personal Recount Purpose and Stages

<b>Content Objectives</b>	<p>I can identify and name the parts of the orientation. (W.K.3)</p> <p>I can put the sequence of events of <i>Owl Moon</i> in order. (RL.K.2)</p>
<b>Language Objective</b>	<p>I can explain why the sequence of events belongs in that order. (SL.K.1)</p>
<b>Vocabulary</b>	<p><b>document:</b> to record, sometimes by writing</p> <p><b>entertain:</b> to interest someone</p> <p><b>genre:</b> a type of writing</p> <p><b>orientation:</b> in a personal recount, the text that introduces the story</p> <p><b>personal recount:</b> a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p><b>purpose:</b> the reason for doing or creating something</p> <p><b>sequence of events:</b> the events in a personal recount, in order</p> <p><b>stages:</b> the parts of a piece of writing</p>
<b>Materials and Preparation</b>	<p>To become familiar with the genre and how it is taught, read Writing: Introduction to Personal Recount Poetry (in the Introduction documents).</p> <ul style="list-style-type: none"> <li>● <i>Owl Moon</i> mentor text image</li> <li>● Personal Recount anchor chart, from Unit 1 Add the <i>Owl Moon</i> mentor text image to the chart.</li> <li>● <i>Owl Moon</i>, Jane Yolen Pre-mark page numbers in the book to correspond with the lesson. Page 2 is the page that begins “It was late one winter night...”</li> <li>● chart paper Prepare the following <i>Owl Moon</i> chart. Note: Leave enough space under Sequence of Events to glue on 3 horizontal sheets of paper.</li> </ul>

	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td colspan="4" style="text-align: center;"><i>Owl Moon</i></td> </tr> <tr> <td colspan="4"><b>Orientation:</b></td> </tr> <tr> <td style="width: 25%;"><b>Who</b></td> <td style="width: 25%;"><b>When</b></td> <td style="width: 25%;"><b>Where</b></td> <td style="width: 25%;"><b>What</b></td> </tr> <tr> <td colspan="4"><b>Sequence of Events:</b></td> </tr> <tr> <td colspan="4"> </td> </tr> <tr> <td colspan="4"> </td> </tr> <tr> <td colspan="4"> </td> </tr> <tr> <td colspan="4"> </td> </tr> <tr> <td colspan="4"> </td> </tr> <tr> <td colspan="4"><b>Conclusion:</b></td> </tr> <tr> <td colspan="4"> </td> </tr> </table> <ul style="list-style-type: none"> <li>● <i>Owl Moon</i> sequence of events strips, 6 copies cut apart and put in envelopes</li> <li>● tape or glue, for attaching the sequence of events to the chart</li> </ul>	<i>Owl Moon</i>				<b>Orientation:</b>				<b>Who</b>	<b>When</b>	<b>Where</b>	<b>What</b>	<b>Sequence of Events:</b>																								<b>Conclusion:</b>							
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<b>Sequence of Events:</b>																																													
<b>Conclusion:</b>																																													
<p><b>Opening</b> 1 minute</p>	<p><i>At the beginning of the year, we learned about a genre called personal recount. We read Bippity Bop Barbershop and wrote our own personal recounts. For the next few weeks, you will write personal recount poems! Today we will review what we learned about personal recount.</i></p>																																												
<p><b>Deconstruction</b> 28 minutes</p>	<p>Refer to the Personal Recount anchor chart.</p> <p><i>We know that <b>personal recounts</b> are written to document a sequence of events and to entertain. One example of a personal recount that we read together is Bippity Bop Barbershop. We read another personal recount together earlier in the year—Owl Moon!</i></p> <p><i>Owl Moon documents the sequence of events of when the girl and Pa went owling. It is also entertaining. I remember when I first read the book, I couldn't wait to find out if they would see an owl!</i></p>																																												
<p>page 2</p>	<p>Refer to the <i>Owl Moon</i> chart.</p> <p><i>Because Owl Moon is a personal recount, it also has the same <b>stages</b>, or parts, as Bippity Bop Barbershop. Remember, personal recounts begin with an <b>orientation</b> that introduces the reader to</i></p>																																												

*who is in the story, when and where it happens and an introduction to what happened. Let's read the first page of the book and add the parts of the orientation to our chart.*

Read page 2, and fill in the orientation section of the chart together. See the example below.

pages 3-28

*Let's do a picture walk through the rest of the book, so you can remember what happened.*

*Now you will work in small groups to put the sequence of events in order. Each group will get an envelope with strips of paper inside. Together you will put these strips in order. As you work, talk about the choices you make—what is happening in this event? Why do the events go in this order?*

Show and read each event. Then send children to work in small groups.

When groups finish, keep them sitting in their small groups, but draw children's attention to the whole group. Go through each event, asking what children have placed first, second, and so on. Talk together about what order makes sense. Attach one set of events to the *Owl Moon* chart.

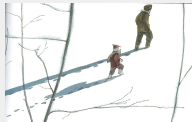

page 29













Bring the children back to the meeting area.

*The last stage of a personal recount is the **conclusion**. Personal recounts can end with a final event, a feeling, or a reflection on what happened. Let's read the conclusion of Owl Moon.*

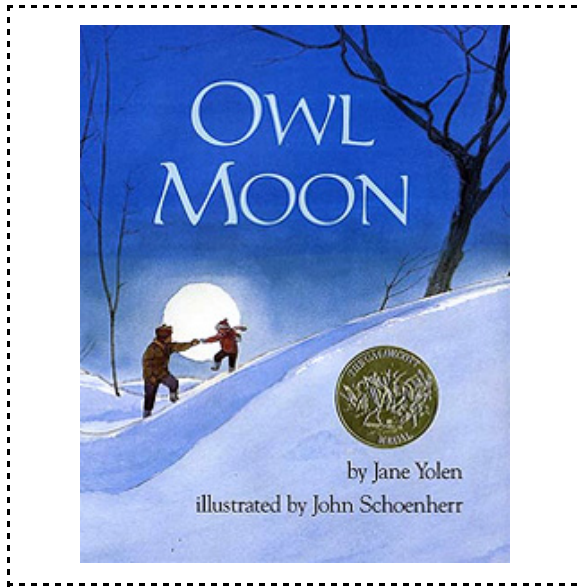
Read the last page, and record the conclusion on the chart.

*Jane Yolen concludes with a reflection on what it's like to go owling.*

Owl Moon			
<b>Orientation:</b>			
<b>Who</b> the girl and Pa	<b>When</b> late one winter night	<b>Where</b> on the farm	<b>What</b> Pa and the girl went owling
<b>Sequence of Events:</b>			
		Pa and the girl walked into the woods.	
		Pa called out like an owl.	

	<table border="1"> <tr> <td data-bbox="500 149 781 342">  </td> <td data-bbox="781 149 1360 342">They heard the owl call back.</td> </tr> <tr> <td data-bbox="500 342 781 548">  </td> <td data-bbox="781 342 1360 548">Pa and the girl saw and heard the owl.</td> </tr> <tr> <td data-bbox="500 548 781 735">  </td> <td data-bbox="781 548 1360 735">They stared at each other.</td> </tr> <tr> <td data-bbox="500 735 781 905">  </td> <td data-bbox="781 735 1360 905">The owl flew away.</td> </tr> <tr> <td colspan="2" data-bbox="500 905 1360 1045"> <p><b>Conclusion:</b> When you go owling you don't need words or warm or anything but hope.</p> </td> </tr> </table>		They heard the owl call back.		Pa and the girl saw and heard the owl.		They stared at each other.		The owl flew away.	<p><b>Conclusion:</b> When you go owling you don't need words or warm or anything but hope.</p>	
	They heard the owl call back.										
	Pa and the girl saw and heard the owl.										
	They stared at each other.										
	The owl flew away.										
<p><b>Conclusion:</b> When you go owling you don't need words or warm or anything but hope.</p>											
<p><b>Closing</b> 1 minute</p>	<p><i>Today we reviewed the purpose and stages of personal recount. Tomorrow we will begin exploring personal recount poetry.</i></p>										
<p><b>Standards</b></p>	<p><b>RL.K.2.</b> With prompting and support, retell familiar stories, including key details.</p> <p><b>W.K.3.</b> Use a combination of drawing, dictating, writing to narrate a single event or experience, or several loosely linked events or experiences; sequence the narrative appropriately and provide a reaction to what it describes.</p> <p><b>SL.K.1.</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>										
<p><b>Ongoing assessment</b></p>	<p>Listen for and make note of how children discuss the text.</p> <p>How much support do children require when identifying the parts of the orientation?</p> <p>Do children put the sequence of events in order?</p> <p>How do they justify the order they choose?</p>										

personal recount mentor text image



Writing U4 W7 D1

*Owl Moon* sequence of events



Pa and the girl  
walked into the  
woods.

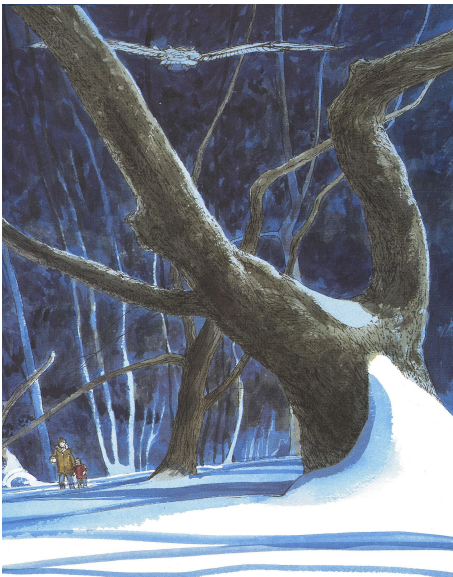


Pa called out like  
an owl.





They heard the  
owl call back.



Pa and the girl  
saw and heard  
the owl.



They stared at  
each other.



The owl flew away.

WEEK 7 Day 2

**Writing Personal Recount**  
Deconstruction  
Individual Construction

<b>Content Objective</b>	I can tell a personal recount poem. (W.K.3, W.K.3a)
<b>Language Objective</b>	I can describe what I notice about a poem. (SL.K.1, RL.K.5)
<b>Vocabulary</b>	<p><b>medium:</b> a form of communication</p> <p><b>personal recount:</b> a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p><b>poetry:</b> a form of writing that often includes rhythm, rhyme, and repetition</p> <p><b>repetition:</b> saying or doing the same thing more than once</p> <p><b>rhyme:</b> words with the same ending sound</p> <p><b>rhythm:</b> regular, repeated beats</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>• “Good Luck Gold” slides</li> </ul>
<b>Opening</b> 1 minute	<i>Yesterday we reviewed the purpose and stages of personal recount. Today we will begin learning about personal recount poetry.</i>
<b>Deconstruction</b> 20 minutes	<p><i>Poetry is another <b>medium</b>, or form, writers use to communicate. Writers choose their medium based on what they want to say and how they want to say it. We have been reading a lot of poetry during Shared Reading.</i></p> <p><i>Poetry has a different effect on the reader than other media, or forms of writing. Poems can paint a picture or give the reader strong feelings. Poems sound different than books. They have rhythm and sometimes rhyme and repetition. For the next few weeks, we are going to read and write poetry together, and you will write a personal recount in the form of a poem. We have been growing a lot as a community, and reading each other’s personal</i></p>

	<p><i>recounts will help us get to know each other even better.</i></p> <p><i>Poems are often written with language that helps the readers create pictures in their minds. While I read this poem, you might want to close your eyes. Listen carefully and imagine a picture in your mind. The poem is called “Good Luck Gold,” by Janet S. Wong.</i></p> <p>Without showing the slides, read through the poem fluidly, with expression, two times.</p> <p><i>This poem is a personal recount. The poet told a true story from her life. What happened in this poem?</i></p> <p>Harvest several children’s ideas.</p> <p>Think, Pair, Share.</p> <p><i>What picture did you have in your mind as you listened to the poem?</i></p> <p><i>How did the poem make you feel?</i></p>
slide 2	<p><i>Now let’s look at the poem. What do you notice?</i></p> <p><i>One thing that is different about poems is that they have rhythm, or beats. When you read a poem, you pause at the end of each line. This time when I read the poem, listen for the pauses.</i></p>
slide 3	<p>Reread the poem.</p>
<p><b>Individual Construction</b> 8 minutes</p>	<p><i>To get ready for writing poems, for the next few days you will be telling each other poems. Today when you tell your poem, think about the rhythm you will use. Poems are like songs and raps, so you might even want to sing or rap your personal recount! Tell your partner a story about you, but do it to a beat. Like this—everyone clap with me!</i></p> <p>Lead the class in clapping out a regular rhythm, then tell one or more lines of a personal recount, such as</p> <p><i>I walked in the classroom Took down chairs Sharpened pencils Waited for The class to come</i></p> <p><i>Now it’s your turn! Tell your partner a personal recount as a poem. You can clap or stomp if you want to help you keep a beat.</i></p> <p>Partner children. Encourage them to stand as they tell their poems, to better feel the rhythm.</p>

<p><b>Closing</b> 1 minute</p>	<p><i>Today we started learning more about poetry, and you told each other personal recount poems! Tomorrow we will do the same thing, and we'll read a new poem.</i></p>
<p><b>Standards</b></p>	<p><b>RL.K.5.</b> Recognize common types of texts and characteristics of their structure (e.g. story elements in books; rhyme, rhythm, and repetition in poems).  <b>W.K.3.</b> Use a combination of drawing, dictating, writing to narrate a single event or experience, or several loosely linked events or experiences; sequence the narrative appropriately and provide a reaction to what it describes.  <b>W.K.3a.</b> For poems, use rhyming words to create structure.  <b>SL.K.1.</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>
<p><b>Ongoing assessment</b></p>	<p>Reflect on the class discussion and on children's oral poems.          What do children already understand about poetry?          Do their poems sound like poetry or prose?          Do they tell poems using a regular rhythm?          Which elements of personal recount do they include?</p>

<p><b>Notes</b></p>
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**WEEK 7 Day 3**

**Writing Personal Recount**  
 Deconstruction  
 Individual Construction

<b>Content Objective</b>	I can tell a personal recount poem. (W.K.3, W.K.3a)
<b>Language Objective</b>	I can describe what I notice about a poem. (SL.K.1, RL.K.5)
<b>Vocabulary</b>	<b>personal recount:</b> a genre of writing whose purpose is to document a sequence of events and to entertain
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>• “Things” slides</li> </ul>
<b>Opening</b> 1 minute	<i>Today we are going to read and discuss another poem, and you will tell more personal recount poems!</i>
<b>Deconstruction</b> 14 minutes	<p><i>Today’s poem is called “Things,” by Eloise Greenfield.</i></p> <p>Without showing the slides, read through the poem fluidly, with expression, two times.</p> <p style="text-align: center;"><i>What happened in this poem?</i></p> <p>Harvest several children’s ideas.</p> <p>Think, Pair, Share.</p> <p style="text-align: center;"><i>What picture did you have in your mind as you listened to the poem?</i></p> <p style="text-align: center;"><i>How did the poem make you feel?</i></p>
slide 2	<i>Now let’s look at the poem. What do you notice?</i>
slides 3-5	Reread the poem.

<p><b>Individual Construction</b> 14 minutes</p>	<p><i>Now it's your turn! Just like yesterday, tell your partner a personal recount as a poem. You can clap or stomp if you want to help you keep a beat.</i></p> <p>Partner children. Encourage them to stand as they tell their poems, to better feel the rhythm.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today we continued reading and telling personal recount poems. Tomorrow we will read a new poem!</i></p>
<p><b>Standards</b></p>	<p><b>RL.K.5.</b> Recognize common types of texts and characteristics of their structure (e.g. story elements in books; rhyme, rhythm, and repetition in poems).</p> <p><b>W.K.3.</b> Use a combination of drawing, dictating, writing to narrate a single event or experience, or several loosely linked events or experiences; sequence the narrative appropriately and provide a reaction to what it describes.</p> <p><b>W.K.3a.</b> For poems, use rhyming words to create structure.</p> <p><b>SL.K.1.</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>
<p><b>Ongoing assessment</b></p>	<p>Reflect on the class discussion and on children's oral poems.</p> <p>What do children already understand about poetry?</p> <p>Do their poems sound like poetry or prose?</p> <p>Do they tell poems using a regular rhythm?</p> <p>Which elements of personal recount do they include?</p>

**Notes**



WEEK 7 Day 4

**Writing Personal Recount**  
Individual Construction

<b>Content Objective</b>	I can write a personal recount poem. (W.K.3, W.K.3a)
<b>Language Objective</b>	I can respond to my classmate’s poem. (SL.K.1)
<b>Vocabulary</b>	<b>personal recount:</b> a genre of writing whose purpose is to document a sequence of events and to entertain <b>poetry:</b> a form of writing that often includes rhythm, rhyme, and repetition <b>rhythm:</b> regular, repeated beats
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● writing tools</li><li>● different styles of paper (blank, with lines, with lines and space for illustration), enough copies for each child to choose what they wish</li><li>● children’s writing folders</li><li>● Personal Recount Poetry Observation Tool, one copy for each child</li><li>● system for keeping track of work shared</li></ul>
<b>Opening</b> 5 minutes	<p><i>For the past few days we’ve been learning more about poetry by reading, discussing, and telling poems. Today you will begin writing your own poems!</i></p> <p>Show the different types of paper. <i>There are different types of paper you might use. You can write on lines. Or, you might want to write on blank paper and arrange your words in a different way, like Abram Bunn Ross did in “Two in a Bed.”</i></p> <p><i>The poem you write today can be one you’ve already told, or it can be a new poem. Think about an experience you would like to tell about in your poem. Then, before you write, tell your idea to your partner.</i></p>



	After children share their plans, have them choose paper and begin to write.
<b>Individual Construction</b> 20 minutes	As children write, circulate to support them. Guide them to tell personal recount poems. Help them create rhythm by clapping out what they want to say and by creating pauses through line breaks.  Check in with one child who is willing to share their poem with the class.
<b>Closing</b> 5 minutes	Have children put their poems away in their writing folders, and gather the class together in the meeting area. <i>Today we will listen to _____'s poem. Listen carefully and imagine a picture in your mind.</i>  Have the presenter read their poem. Then have several children share what they imagined.  <i>Tomorrow, you will continue writing your own poems.</i>
<b>Standards</b>	<b>W.K.3.</b> Use a combination of drawing, dictating, writing to narrate a single event or experience, or several loosely linked events or experiences; sequence the narrative appropriately and provide a reaction to what it describes. <b>W.K.3a.</b> For poems, use rhyming words to create structure. <b>SL.K.1.</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
<b>Ongoing assessment</b>	Use the Personal Recount Poetry Observation Tool to review children's poems.  What elements of personal recount do they include? How do they use the space on the paper? Are they using line breaks to show rhythm, or do they look more like prose? Are they using any other poetic devices, like rhyme or repetition?

**Notes**

Writing U4 W7 D4

Personal Recount Poetry Observation Tool

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

	Yes, date observed and notes	Not Yet, notes and next steps
Structure		
<p><b>Orientation:</b> introduces who the story is about, where and when it happened, and what happened (Note how the child expresses each part: verbally or through illustration.)</p>		
<p><b>Sequence of Events:</b> includes all events documented in sequence</p>		
<p><b>Conclusion:</b> concludes the recount with a final event, by talking about why the experience was important, or with a feeling (Indicate which is used.)</p>		
<p><b>Title:</b> is informative (previews the topic of the story) and enticing (draws the reader in)</p>		

Writing U4 W7 D4

	Yes, date observed and notes	Not Yet, notes and next steps
Language		
<b>Verbs:</b> uses a variety of past tense verbs to develop the topic		
<b>Medium: Poetry</b> Note: Children should be experimenting with repetition and rhyme as they are introduced, but should not be required to use them in their final poems. Final poems should be evaluated on the intentional use of poetic devices and the effectiveness of the devices chosen.		
<b>Repetition:</b> repeats lines or sounds to emphasize a point or create an effect		
<b>Rhyme:</b> creates a pattern of rhyming words		

Writing U4 W7 D4

Conventions: List 1-2 areas of instruction that would most greatly improve the child's ability to communicate with an audience, for example: encoding sounds, writing high-frequency words, putting spaces between words, using punctuation.

Note that for poetry, children should be afforded more freedom in conventions.

Suggestions for revisions, based on observations



**WEEK 7 Day 5**

**Writing Personal Recount**  
Individual Construction

<b>Content Objective</b>	I can write a personal recount poem. (W.K.3, W.K.3a)
<b>Language Objective</b>	I can respond to my classmate’s poem. (SL.K.1)
<b>Vocabulary</b>	<b>personal recount:</b> a genre of writing whose purpose is to document a sequence of events and to entertain
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● writing tools</li> <li>● different styles of paper (blank, with lines, with lines and space for illustration), enough copies for each child to choose what they wish</li> <li>● children’s writing folders</li> <li>● Personal Recount Poetry Observation Tools, from Week 7, Day 5</li> <li>● system for keeping track of work shared</li> </ul>
<b>Opening</b> 5 minutes	<p><i>Today you will continue writing personal recount poems! You can continue working on the poem you already started, or you can write a new poem.</i></p> <p><i>Think about an experience you would like to tell about in your poem. Then, before you write, tell your idea to your partner.</i></p> <p>After children share their plans, have them choose paper and begin to write.</p>
<b>Individual Construction</b> 20 minutes	<p>As children write, circulate to support them. Guide them to tell personal recount poems. Help them create rhythm by clapping out what they want to say and by creating pauses through line breaks.</p> <p>Check in with one child who is willing to share their poem with the class.</p>
<b>Closing</b> 5 minutes	Have children put their poems away in their writing folders, and gather the class together on the rug.

	<p><i>Today we will listen to _____'s poem. Listen carefully and imagine a picture in your mind.</i></p> <p>Have the presenter read their poem. Then have several children share what they imagined.</p> <p><i>Next we will talk about the tools poets use, and you will try them out in your own poems!</i></p>
<b>Standards</b>	<p><b>W.K.3.</b> Use a combination of drawing, dictating, writing to narrate a single event or experience, or several loosely linked events or experiences; sequence the narrative appropriately and provide a reaction to what it describes.</p> <p><b>W.K.3a.</b> For poems, use rhyming words to create structure.</p> <p><b>SL.K.1.</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>
<b>Ongoing assessment</b>	<p>Use the Personal Recount Poetry Observation Tool to review children's poems.</p> <p>What elements of personal recount do they include?</p> <p>How do they use the space on the paper?</p> <p>Are they using line breaks to show rhythm, or do they look more like prose?</p> <p>Are they using any other poetic devices, like rhyme or repetition?</p>

**Notes**

**WEEK 7**

**Stations**

Station	Activities	Materials Add writing and drawing tools at each station.
<b>Strategic Small Group Instruction</b>		Dedicate the majority of Stations time to strategically targeted small group instruction.
<b>Reading</b>	Independent and Partner Reading	<ul style="list-style-type: none"> <li>● collection of high-interest picture books, including on the topic of study (conservation, recycling)</li> </ul>
<b>Pocket Chart</b>	"A Seed Needs"	<ul style="list-style-type: none"> <li>● "A Seed Needs" sentence strips</li> <li>● pocket chart and pointer</li> <li>● "A Seed Needs" on chart</li> <li>● "A Seed Needs" child copies</li> <li>● drawing tools</li> </ul>
<b>Listening &amp; Speaking</b>	Talk Time	<ul style="list-style-type: none"> <li>● Week 7 Talk Time image and prompt</li> <li>● 1-minute sand timers, optional</li> </ul>
	Listen and Respond	<ul style="list-style-type: none"> <li>● technology for listening to recorded text</li> <li>● <i>City Green</i> recording</li> <li>● <i>City Green</i>, DyAnne DiSalvo-Ryan</li> <li>● conversation prompts, cut apart</li> </ul>
<b>Writing</b>	<i>Rainbow Weaver</i>	<ul style="list-style-type: none"> <li>● <i>Rainbow Weaver</i>, Linda Elovitz Marshall</li> <li>● writing prompt sheet, one copy for each child</li> <li>● writing and drawing tools</li> </ul>
<b>Word Work</b>	Read, Complete, Write Sentences	<ul style="list-style-type: none"> <li>● Read, Complete, Write Sentences sheets, one for each child</li> </ul>
	Matching Pictures with Words with Digraphs	<ul style="list-style-type: none"> <li>● Sorting Sheet, 5 copies</li> <li>● Word Cards, 5 sets, cut apart</li> <li>● Picture Cards, 5 sets, cut apart</li> <li>● envelopes, one for each set of cards</li> </ul>

***City Green***

What challenge does this community face?  
How do the characters respond to the  
challenge?

---

***City Green***

What challenge does this community face?  
How do the characters respond to the  
challenge?

---

***City Green***

What challenge does this community face?  
How do the characters respond to the  
challenge?



Talk Time Week 7



<https://www.gardeningknowhow.com/special/urban/vacant-lot-gardening.htm>



<https://www.gardeningknowhow.com/special/urban/vacant-lot-gardening.htm>

Listening & Speaking Station: Talk Time U4 W7



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What has already happened to turn this city lot into a garden?

What might need to happen next?

---

What has already happened to turn this city lot into a garden?

What might need to happen next?

---

What has already happened to turn this city lot into a garden?

What might need to happen next?

---

What has already happened to turn this city lot into a garden?

What might need to happen next?

---

What has already happened to turn this city lot into a garden?

What might need to happen next?

---

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

**Writing Station: *Rainbow Weaver***

How is Ixchel a Caretaker of the Earth?  
Draw and write your ideas.

A large, empty rectangular box with a thin black border, intended for a student to draw and write their ideas about Ixchel as a caretaker of the Earth.





**Writing Station U4 W7**

Name \_\_\_\_\_





**Word Work Station**

Read the sentence. Complete the sentence. Write the sentence.





The  is in the .

 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_





The  got in the .

 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_





I did  the .

 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Did the \_\_\_\_\_  sit on the \_\_\_\_\_  ?

 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

The \_\_\_\_\_  is thin but the \_\_\_\_\_  is thick.

 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Answers

The **cash** is in the **bag**.

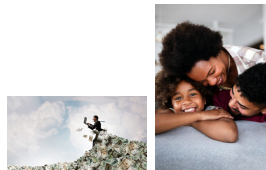
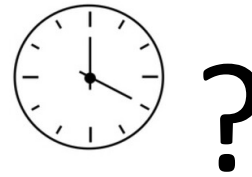
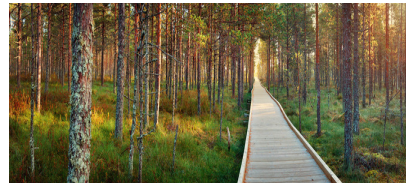
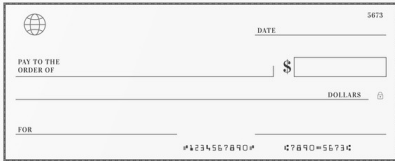
The **moth** got in the **shed**.

I did **check** the **box**.

Did the **duck** sit on the **dock**?

The **pen** is thin but the **log** is thick.

# Picture cards



Word Work Station U4 W7



Word cards

whisk

whip

cash

path

check

chick

chop

bath

sash

much

rich

when

"Have A Ball"		
Standards: R.2.K.d R.3.K.c R.3.K.d L.2.K.b	When I was born I was given a ball. The ball was green and blue. My mom said, "Share and take good care, it belongs to others, too. Keep it clean. Keep the green parts green. Try to make the blue parts bluer. If you love this ball, it will never grow old. In fact, it may grow newer."	So I did all that. And I did some more, 'Cuz I love this ball a lot. And I hope that you will love it too... It's the only ball we've got.
<b>Session 1</b>	<p>Opening: <i>You can read this title.</i> <i>What do you think this poem will be about?</i></p> <p>Fluency: Read the poem once through, pausing at times to allow children to fill in the rhyming word. Then read the poem a second time two lines at a time, modeling expressive reading and asking children to echo read.</p> <p>Meaning Making: <i>What is the ball the poet is talking about?</i> <i>How do you know?</i></p>	

## “Have A Ball”

Standards:  
R.2.K.d  
R.3.K.c  
R.3.K.d  
L.2.K.b

When I was born I was given a ball.  
The ball was green and blue.  
My mom said, “Share and take good care, it belongs to others, too.  
Keep it clean.  
Keep the green parts green.  
Try to make the blue parts bluer.  
If you love this ball, it will never grow old.  
In fact, it may grow newer.”

So I did all that.  
And I did some more,  
‘Cuz I love this ball a lot.  
And I hope that you will love it too...  
It’s the only ball we’ve got.

### Session 2

#### Fluency and Language Conventions:

Point out the quotation marks.

*What do these marks tell us? (They indicate that someone is speaking; in this case the mom.)*

*As we read, let’s show that there’s dialogue by changing our voices for when the mom is speaking.*

Choral read in small chunks, emphasizing fluency while reading phrases.

#### Letter-Sound Awareness and Phonics:

*You can tap out the sounds in words. This poem has CVC words. I will point to a word, and you will tap out each sound then blend it together into the word.*

Point to CVC words for children to tap, blend, and read. [mom, did, lot, got]

#### Phonemic Awareness:

*There are some words in this poem that have two sounds before the vowel sound. When two consonants are together, you can blend them. Listen for the two sounds before the vowel sound in this word.*

Say “green.”

*What two sounds did you hear before the long e sound? [/g/ /r/, /gr/ Another word in this poem starts with the same two sounds. Listen to these two words and find the one with the same two sounds at the beginning as “green:”*

Say “grow” and “good.”

*“Green” and “grow” both have two consonant sounds before the vowel sound. We can blend /g/ and /r/ together, /gr/.*

*Listen to these two words and find which one has two sounds before the vowel sound.*

Say “hope” and “clean.”

*“Clean” has two sounds before the vowel sound, /c/ and /l/, /cl/.*

**“Have A Ball”**

<p>Standards: R.2.K.d R.3.K.c R.3.K.d L.2.K.b</p>	<p>When I was born I was given a ball. The ball was green and blue. My mom said, “Share and take good care, it belongs to others, too. Keep it clean. Keep the green parts green. Try to make the blue parts bluer. If you love this ball, it will never grow old. In fact, it may grow newer.”</p>	<p>So I did all that. And I did some more, ‘Cuz I love this ball a lot. And I hope that you will love it too... It’s the only ball we’ve got.</p>
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<p><b>Session 3</b></p>	<p>Phonological Awareness: Cover the poem so that children do not see the print. <i>You are experts at noticing sounds in words and blending sounds together to say a word. I am going to say the sounds of a word, and you can blend them together into a word. Each of these words has the long vowel sounds.</i> Say “/k/-/l/-/ē/-/n/” with a long pause in between each sound. <i>What word is that?</i> [clean] Repeat the same exercise with the words “keep,” “make,” and “hope.”</p> <p>Fluency: <i>Remember, this poem has some punctuation that helps us read it and know when to stop or pause.</i> Use echo reading to model expressive phrasing.</p> <p>Letter-Sound Awareness and Phonics: <i>Let’s look at the word “hope.”</i> [Write “hope” on a whiteboard.] <i>If I take the letter “e” off of this word, what word do we have?</i> Erase the letter “e.” Ask children to tap and read the word. (hop) <i>If I change the “h” to “m,” what word do we have now?</i> (mop) Continue to substitute initial, medial, and final phonemes for practice reading CVC words.</p> <p>Word Recognition: <i>We know so many high frequency words now! What are some high frequency words that you know and can find in this poem?</i> Highlight words with marker or tape as children identify them.</p>
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<p><b>Extensions</b></p>	<p>Whiteboard chaining practice: Dictate “lot” and “got.” Children write the words. Then children write other words they know by changing the initial sounds in those words. [hot, dot, not, pot, rot]</p>
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Name: \_\_\_\_\_

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

## **Have a Ball**

By Joe Mohr

When I was born I was given a ball.  
The ball was green and blue.  
My mom said, "Share  
and take good care,  
it belongs to others, too.  
Keep it clean.  
Keep the green parts green.  
Try to make the blue parts bluer.  
If you love this ball, it will never grow old.  
In fact, it may grow newer."  
So I did all that.  
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'Cuz I love this ball a lot.  
And I hope that you will love it too.  
It's the only ball we've got.