

Unit 1: Our Community



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Part 2 Week by Week

Components in each week follow in this order:

- At a Glance
- Read Aloud Vocabulary Cards
- Grow a Definition
- Read Aloud
- Centers
- Writing
- Shared Reading
- Stations

All needed masters are found directly following the corresponding lesson.

Arc of Unit 1: Our Community

Big Ideas

- Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.
- A strong, interdependent community has qualities such as:
 - common values, expectations, norms, and organizational systems,
 - shared responsibility, collaboration and support for each other,
 - respect and appreciation for similarities and differences, and
 - collaboration in identifying and solving problems.
- One way people in communities communicate is through stories.
- People in communities represent their experiences and traditions through artistic expression.
- Communities interact with and are affected by their environments.

Guiding Questions

- Who and what makes a community?
- What does it mean to be a member of a community?
 - Why is collaboration and working together important?
 - How do we develop fairness, inclusivity and friendship in our community?
 - When is it important to work in a group or independently?
 - How do you most effectively communicate your thoughts, ideas, feelings, and traditions?

	WEEK 1	WEEK 2	WEEK 3
Centers	<p><i>Introduce Centers: Learning about using varied materials</i></p> <p>Art Table: using playdough</p> <p>Easel: color mixing with primary colors</p> <p>Blocks: begin using unit blocks</p> <p>Dramatization: pretending home or school</p> <p>Library & Listening: taking care of books</p> <p>Discovery Table: exploring sand</p>	<p>Art Table: using tools with playdough</p> <p>Easel: using white to mix colors</p> <p>Blocks: using different kinds of blocks (foam and unit blocks)</p> <p>Dramatization: pretending home or school</p> <p>Library & Listening: exploring and caring for books</p> <p>Discovery Table: adding more tools to work with sand</p> <p>STEM 1: Hands on Investigating</p> <p><i>Thinking & Feedback: introduce the first 3 steps (Looking, Noticing, Listening)</i></p>	<p>Easel: using black to mix colors</p> <p>Blocks: building Abiyoyo's village</p> <p>Dramatization: acting scenes from <i>Amazing Grace</i></p> <p>Library & Listening: making a book inventory</p> <p>Discovery Table: using props to act scenes from books</p> <p>STEM 2: Mapping Our Classroom</p> <p>Writing & Drawing: going on a school scavenger hunt</p>
Read Aloud Texts	<i>Abiyoyo</i>	<i>Abuela</i> "Towns In Maine" slides	<i>Full, Full, Full of Love</i> <i>Amazing Grace</i>
Writing	Writing Basics	Writing Basics	Writing Basics
Shared Reading	"This is the Way We Go to School"	"So Nice to Be Here"	"My Name"
Phonics	Follow Guide	Follow Guide	Follow Guide

Arc of Unit 1

	WEEK 4	WEEK 5	WEEK 6
Centers	<p>Art Table: painting with watercolors Easel: mixing with all colors Blocks: building the school community Dramatization: setting up a barbershop or hair salon Library & Listening: acting out familiar read aloud books Discovery Table: making a 3D model of the classroom STEM 3: Listening Closely Writing & Drawing: going on a school scavenger hunt</p> <p><i>Thinking & Feedback: add Wondering</i></p>	<p>Art Table: painting with watercolors Easel: creating self-portraits Blocks: building community places Dramatization: working in a barbershop or hair salon Library & Listening: reviewing books in the library Discovery Table: making a 3D model of the classroom Science & Engineering: observing weather Writing & Drawing: writing messages</p> <p><i>Thinking & Feedback: add Inspiring & Suggesting</i></p> <p><i>Introduce the Beautiful Stuff process.</i></p>	<p>Art Table: adding crayon-resist to watercolor painting Easel: creating self-portraits Blocks: building community places Dramatization: working in a barbershop or hair salon Library & Listening: reviewing books, creating a story chest Discovery Table: building scenes for <i>Big Al and Shrimpy</i> STEM 4: A Community of Scientists Writing & Drawing: making books</p> <p><i>Send home the Beautiful Stuff letter.</i></p>
Texts	<i>Bippity Bop Barbershop Chrysanthemum</i>	<i>The Name Jar</i>	<i>Big Al and Shrimpy</i>
Writing	Personal Recount	Personal Recount	Personal Recount
Shared Reading	“Sleeping Outdoors”	“Riding In My Car”	“Five Green Apples”
Phonics	Follow Guide	Follow Guide	Follow Guide

Arc of Unit 1

Unit 1: Our Community

When a room full of kindergartners and adults becomes an intellectually- and emotionally-connected community, the school experience is powerful. This community creates things together, invests in and offers feedback on each other's evolving work, and raises and solves problems as a group; it positions children to confront challenges they will encounter in school and beyond. A primary goal for the first unit of study, *Our Community*, is for children and teachers to build relationships and the foundation for a strong, interdependent community of learners, developing shared dispositions, language, and habits.

In *Our Community*, the Centers activities, Read Alouds, and Writing lessons are specially designed for new kindergartners to develop habits of interdisciplinary learning. Read Aloud texts such as *Abuela* and *Big Al and Shrimpy* capture themes of friendship, family, and imagination that are familiar to young children and also open conversations about being part of the school community. In addition, children become familiar with story elements and think about how characters interact with their communities. In the Dramatization center, as children pretend to be members of families, teachers integrate literacy and writing development by offering pencils and clipboards for writing shopping lists or party invitations. In Writing, children learn that authors write for many purposes and begin sharing their stories through storytelling and drawing. In Science, children learn about the identity of a scientist and the practices of a scientist are developed throughout and beyond the school year.

Two cornerstone practices are introduced in Unit 1 and continue throughout the year. Storytelling/Story Acting draws upon children's rich cultural and linguistic contexts, fostering connections between home and school, inviting children to share interests and ideas, and building interpersonal connections. The Beautiful Stuff project supports home-school relationships as children bring found objects into the classroom. Children sort, label, and use these items to create work in the Art Studio, and are perhaps also inspired to tell stories stemming from the artwork they make.

The lens of community and the concept of citizenship permeate the year. In *Animals and Habitats*, children will learn that animals live in communities as well; in *Construction*, they will collaborate to construct models to communicate their ideas as citizens of Maine; and in *Our Earth*, they will learn about and advocate for sustainable, collaborative practices that have positive impacts on the environment.

Unit 1 Read Aloud Texts and Writing Mentor Texts

Read Alouds

Week	Title, Author
1	<i>Abiyoyo</i> , Pete Seeger (1994)
2	<i>Abuela</i> , Arthur Dorros (1997) “Towns in Maine” slides
3	<i>Full, Full, Full of Love</i> , Trish Cook (2008) <i>Amazing Grace</i> , Mary Hoffman (1991)
4	<i>Bippity Bop Barbershop</i> , Natasha Anastasia Tarpley (1998) <i>Chrysanthemum</i> , Kevin Henkes (1991)
5	<i>The Name Jar</i> , Yangsook Choi (2001)
6	<i>Big Al and Shrimpy</i> , Andrew Clements (2002)

Writing Mentor Texts

Week	Title, Author
1	<i>Abiyoyo</i> , Pete Seeger (1994) <i>The Life Cycle of a Salmon</i> , Bobbie Kalman (2006) “Steps for Watercolor Painting” (Art Studio, Week 4)
2	<i>The Life Cycle of a Salmon</i> , Bobbie Kalman (2006)
3	<i>The Lion and the Mouse</i> , Jerry Pinkney (2009)
4	<i>Bippity Bop Barbershop</i> , Natasha Anastasia Tarpley (1998)
5	<i>Bippity Bop Barbershop</i> , Natasha Anastasia Tarpley (1998)
6	<i>Bippity Bop Barbershop</i> , Natasha Anastasia Tarpley (1998)

Unit 1 Read Aloud Vocabulary List

<p>Week 1 <i>Abiyoyo</i></p>	<p>disappear: to go completely away, to become unable to be seen trick: a joke, or something that makes people believe something that is not true believe: to think that something is true foolish: silly community: a group of people who live, work, or do things together characters: the people or animals that the story is about</p>
<p>Week 2 <i>Abuela</i></p>	<p>abuela: <i>grandma</i> in Spanish swoop: to fly down quickly leap: to jump adventure: an interesting trip or activity setting: where and when a story takes place</p>
<p>Week 3 <i>Full Full of Love</i></p>	<p>full: having a lot of something grin: smile</p>
<p><i>A Chair for my Mother</i></p>	<p>coin: a flat piece of metal, used as money deliver: to bring or hand over something to a person or place change: money in the form of coins bank: a company that keeps, lends, and pays out money that people deposit savings: money put aside for future use spoiled: harmed or ruined</p>
<p>Week 4 <i>Bippity Bop Barbershop</i></p>	<p>brave: not afraid, showing courage crowded: filled with too many things or people</p>
<p><i>Chrysanthemum</i></p>	<p>perfect: as good as possible dreadful: really bad, terrible wilt: to droop, to be without energy miserable: sad and upset</p>
<p>Week 5 <i>The Name Jar</i></p>	<p>nervous: worried and a little scared pronounce: to show how something is said</p>

Unit 1 Introduction: Read Aloud Vocabulary List

	curious: interested and wanting to learn tease: to make fun
Week 6 <i>Big Al and Shrimpy</i>	clever: smart lonely: alone and sad stuck: unable to get out

Unit 1 Centers Vocabulary List

accurate: true to life

adopt: to take care of someone or something as one's own

adventure: an interesting trip or activity

author: person who writes a book or other text

bark: the tough outer covering of the stems and roots of trees, shrubs, and other woody plants

brave: not afraid, showing courage

brushstroke: the mark made by a paintbrush

build: to construct

characters: the people or animals who the story is about

chest: a strong box used for storing things

circumference: the distance around something round

clue: information that helps someone find something or solve a mystery

collaborate: to work together

collage: a picture made up of small pieces of paper or other materials

communicate: to share ideas

community: a group of people who live, work, or do things together

companion: friend

cone: the part of a conifer (tree with needles) that produces seeds

creativity: the use of imagination

cross hairs: lines on a sketch to help put a specific detail in place

crowded: filled with too many things or people

curious: interested

customer: person who pays for a good or a service

data: facts and other information collected together to look at closely

describe: to tell what someone or something is like

diner: a small restaurant, usually an inexpensive one

disappear: to go completely away, to become unable to be seen

estimate: to make a guess

experiment: an activity done to make a discovery

family: a group of people who are related to each other, often living together and caring for each other

feedback: comments or suggestions about work

fiction: literature that describes imaginary characters and events

figurine: a small statue

forecast: predictions or estimate of future events, such as weather conditions

freshwater: water that includes little or no salt, found in ponds, lakes, rivers, and streams

furniture: large, movable equipment, such as tables and chairs, used to make a house, office, or other space suitable for living or working

generate: to produce, to come up with

illustrator: person who creates pictures for a text

imagine: to form a picture in one's mind

information: facts

informational text: text that provides facts, teaches about a topic

interview: to ask someone questions

introduce: to show something new

inventory: a list of items in a category

leaf: a part of a tree or plant that grows from a stem or branch

library: a building or room with a collection of books and other resources, such as films, articles, and recorded music

location: the place where something is found

materials: things needed for an activity

message: an important communication that is spoken, written, or recorded

meteorologist: a person who studies weather and collects information to predict the weather

model: a three-dimensional representation of something, usually smaller than the original

neighborhood: an area of a town or city

nonfiction: writing that is based on real events and real people

notice: to see, to pay attention to something

object: a thing that can be seen and touched

observe: to notice, to look closely in order to learn more

opinion: a view or belief about something

partly: not completely

possessions: things that belong to someone

precious: very special

precise: accurate, exact, just right

predict: to say what might happen in the future

primary colors: yellow, blue, and red; the colors from which other colors can be made

proportion: the way a representation (such as a drawing or structure) compares to real life

rainy: when the weather is cloudy and there is rain or drizzling

record: to draw or write information

Unit 1 Introduction: Centers Vocabulary List

represent: to show
saltwater: water that includes a lot of salt, found in the ocean
satisfied: pleased, happy with a result
scavenger hunt: a search in which participants look for specific things
scenario: a setting and sequence of events
scene: a place where something happens, part of a story
science: the study of the world through experimenting and using our five senses
scientist: a person who studies the natural and physical world
search: to look for something
self portrait: a picture of oneself
sense: a way to understand the environment, such as with sight, hearing, taste, smell, and touch
setting: where and when a story takes place
shade: a darker or lighter color than a similar one
sketch: a quick drawing that gives an idea of a more finished picture
snowy: when the weather is cloudy and snow is falling
structure: a building
study (n): a detailed investigation
study (v): to spend time and attention to learn about something
sunny: when the weather is bright with few or no clouds
technique: a way of doing something
temperature: how hot or cold something is
tint: a shade or kind of color
tool: an object used to accomplish something
trace: to copy by drawing over another picture
wax resist: a painting technique that changes how paint stays on paper
weather: the condition of the air outdoors

Unit 1 Introduction: Centers Vocabulary List

Writing: Introduction to Writing Basics

The four-week Writing Basics unit introduces children to the concepts and routines they will use as writers throughout the *Focus on K2* year.

Children are introduced to the idea of writing as **communication**. They learn that writers write for a variety of **purposes**, to a variety of **audiences**, and in a variety of **media**. In the first week of school, the class begins a Why We Write chart, a place to record examples of different types of writing and their purposes.

In addition, children learn that writers learn how to write by **reading**. They explore a variety of texts to learn about their purposes. Looking closely at *The Lion and the Mouse*, children learn about communicating through **images**.

Children begin their journeys as writers by telling stories and information, and by drawing. They are introduced to the **tools** they will use as writers, including drawing and writing books, pencils, crayons, and colored pencils. As part of establishing writing in the classroom, children's drawing and writing books should always be available during Centers for writing in the genres of their choice.

Many of the routines introduced in the first weeks are inspired by *Talking, Drawing, Writing: Lessons for Our Youngest Writers* by Martha Horn and Mary Ellen Giacobbe. This text serves as a great resource for establishing routines and practices that support young writers and was created in partnership with Boston Kindergarten teachers.

Children begin the Kindergarten year with a wide range of experiences with writing. During these first weeks, it is critical to closely observe children to learn about them as writers, including storytelling; drawing; and writing sounds, words, etc.

Mentor Texts

The following texts are used to introduce writing in different genres, and communicating through images.

The Ugly Vegetables by Grace Lin
City Signs by Zoran Milich
Elizabeth's Doll by Stephanie Stuve-Bodeen
Pictures From Our Vacation by Lynne Rae Perkins
Abiyoyo by Pete Seeger
The Life Cycle of a Salmon by Bobbie Kalman

Unit 1 Introduction: Writing Basics

“Steps for Watercolor Painting” (from the Art Studio, Week 4)
The Lion and the Mouse by Jerry Pinkney

Vocabulary

author: the writer of a story, book, or other text

characters: the people or animals who the story is about

communicate: to share an idea by talking, writing, or showing someone else

image: a representation of something in the form of a drawing, photograph, etc.

information: facts or details about a subject

purpose: the reason for doing or creating something

represent: to use something to stand for something else

setting: where and when a story takes place

Writing: Introduction to Personal Recount

Personal recount is a genre that is known to many teachers as personal narrative. It is a first-person story written in past tense that recounts, or retells, an experience. Personal recount is a great genre for beginning the year because children have a wealth of experiences about which to write. Beginning in Unit 1 and continuing into Unit 2, children are introduced to personal recount. In Unit 4, children revisit personal recount and deepen their skills by writing personal recount poems.

Over six weeks, the class deconstructs a mentor text to learn about its purpose, structure, and language features. The class jointly constructs a personal recount and children tell, draw, and write their own personal recounts.

Note that many kindergartners tell personal stories that sound fantastical. Their stories should be accepted without an emphasis on whether or not they really happened. Rather, the focus of instruction should remain the purpose, structure, and language of personal recounts.

Purpose

The **purpose** of writing a personal recount is to document a sequence of events and to entertain the reader. Note that in this context, “entertain” means to be interesting to the reader and does not imply that all writing must recount funny or happy events.

Structure

Personal Recounts unfold in three stages. The **orientation**, written at the beginning of the recount, orients the reader to the recount. In the orientation, the characters (**who**) and setting (**where** and **when**) are introduced, along with a brief introduction of what the recount will be about (**what**). The **sequence of events** recounts what happens, in chronological order. It includes the major events and the sub-events that further develop each major event. The **conclusion** of a personal recount can be written in one of three ways: as a final event, by talking about why the experience was important, or with a feeling.

Language

In Unit 2, the class explores the **verbs** in personal recounts. Children often write with a limited set of verbs. However, verbs are essential in moving the action forward and creating a sense of character. Children learn that in personal recounts writers use a variety of verbs that relate to a topic and begin collecting verbs from mentor texts that will help them in their own writing.

Mentor Texts

Note that many of these texts are fictional stories written by authors in the style of personal recounts. Most are not stories of the authors' own lives.

Included in this Unit:

Bippity Bop Barbershop by Natasha Anastasia Tarpley

Additional Texts to Consider:

Bigmama's by Donald Crews

City Green by DyAnne DiSalvo Ryan (Unit 4 Read Aloud)

Owl Moon by Jane Yolen (Unit 2 Read Aloud)

The Train to Lulu's by Elizabeth Fitzgerald Howard

Voices in the Park by Anthony Browne

Vocabulary

action verbs: verbs that express action

audience: an individual or group for whom a piece of writing is composed

author: the writer of a story, book, or other text

communicate: to share an idea by talking, writing, or showing someone else

conclusion: the end

document: to record, sometimes by writing

entertain: to interest someone

genre: a type of writing

orientation: in a personal recount, the text that introduces the story

personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain

purpose: the reason for doing or creating something

record: write down ideas or information

sequence of events: the events in a personal recount, in order

stages: the parts of a piece of writing

title: the name of a piece of writing

variety: many different

verb: a word that expresses a physical action, mental action, or state of being

Adapted from Brisk, M.E. (2015). *Engaging students in academic literacies*. New York, NY: Routledge.

Unit 1 Observation Notes

Date:

Big Ideas

- Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.
- A strong, interdependent community has qualities such as:
 - common values, expectations, norms, and organizational systems,
 - shared responsibility, collaboration and support for each other,
 - respect and appreciation for similarities and differences, and
 - collaboration in identifying and solving problems.
- One way people in communities communicate is through stories.
- People in communities represent their experiences and traditions through artistic expression.
- Communities interact with and are affected by their environments.

Art Studio: Table	Art Studio: Easel	Blocks	Drama- tization	Library & Listening	Discovery Table	Science & Engineering	Writing & Drawing
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Children present

Questions/Focus

Observational Notes

What is going on here?
What feels surprising about this moment?
What does this tell me about what the children know and care about?

Observational Notes, continued

Reflection

What similarities/trends do I notice?
What surprises me?
What do these observations seem to suggest?
What else might be going on?

Next steps

What else do I want to observe or find out?
What resources will I need?