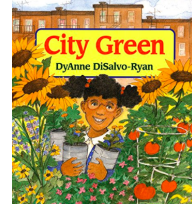


WEEK 7 Day 1



Read Aloud
City Green
 Read 1 of 5

Big Ideas	<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>
Unit Question	In what ways do people, animals and plants depend on and impact the environment?
Guiding Questions	What are sustainable systems, and how do people make responsible decisions for our earth?
Content Objective	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)
Language Objective	<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>
Vocabulary	<p>lot: a piece of land OR a large amount</p> <p>bed: an area of ground used for plants and flowers</p> <p>property: a thing or things belonging to someone</p> <p>petition: a written request by many people that is made to a person in authority</p>
Materials and Preparation	<ul style="list-style-type: none"> <i>City Green</i>, Dyanne DiSalvo-Ryan <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"> ● <i>City Green</i> vocabulary cards
Opening	<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>
Text and Discussion 12 minutes page 1	<p><i>A lot 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 property?</i> Harvest children's ideas then provide a definition and explanation.</p>
page 9	<p><i>When you rent 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 bed 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.										
Key Discussion and Activity 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>										
Closing 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>										
Standards	<p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</p> <p>L.5.K With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>SL.4.K Speak audibly and express thoughts, feelings, and ideas clearly.</p>										
Ongoing assessment	<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>										
Center Activities	<table border="1"> <tr> <td>Art Table</td> <td>Children create sculptures with natural materials.</td> </tr> <tr> <td>Art Easel</td> <td>Children paint inspired by <i>City Green</i>.</td> </tr> <tr> <td>Blocks</td> <td>Children build gardens.</td> </tr> <tr> <td>Dramatization</td> <td>Children continue to act out scenes from unit stories.</td> </tr> <tr> <td>Library & Listening</td> <td>Children research gardens.</td> </tr> </table>	Art Table	Children create sculptures with natural materials.	Art Easel	Children paint inspired by <i>City Green</i> .	Blocks	Children build gardens.	Dramatization	Children continue to act out scenes from unit stories.	Library & Listening	Children research gardens.
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	Discovery Table	Children harvest.
	STEM	Children care for their Mini Gardens and Compost
	Writing & Drawing	Children write about trees.

Notes